DOCUMENT RESUME

ED 288 048 CE 048 943

TITLE Close of Service Workshop. Trainer Guidelines and Workshop Materials. Training for Development. Peace Corps Information Collection & Exchange Training Manual No. T-07.

INSTITUTION Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE Oct 86

NOTE 294p.; For a related participant's handbook, see CE 048 944.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC12 Plus Postage.

DESCRIPTORS Adult Education; Career Change; Career Education; *Career Planning; Economic Development; Federal Programs; Foreign Countries; Instructional Materials; *International Programs; *Occupational Mobility; *Technical Assistance; *Transitional Programs; Voluntary Agencies; *Volunteers; Workshops

IDENTIFIERS *Peace Corps

ABSTRACT

This manual is intended for use by Peace Corps staff members and/or trainers contracted to facilitate the close of service (COS) workshop, the purpose of which is to help volunteers make the transition from the host country back to the United States. Chapter 1 provides an overview of the COS workshop. Chapter 2 is a trainer reference. It helps the trainer to become familiar with the content, structure, and style of the manual and offers guidelines on how to prepare oneself for the role. It also contains reference materials to aid the trainer in understanding adult learning and experiential training methods. Chapter 3 provides a detailed training design for a three- or four-day workshop. The twelve sessions are welcome and overview, COS procedures, reviewing your volunteer experience (parts 1 and 2), a look to the future, writing a career or life objective, exploring your options (parts 1 and 2), going home, feedback and recommendations to Peace Corps, development education--Peace Corps' third goal, and summary, evaluation, and closure. Materials for each session include rationale, time, goals, trainer preparation, materials needed, prepared flipcharts, procedures, and support materials for lectures, examples, and activities. Appendixes include a sample for a booklet on completing COS forms and information on federal government employment. (YLB)

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Peace Corps

PEACE CORPS

CLOSE OF SERVICE WORKSHOP

TRAINER GUIDELINES
AND
WORKSHOP MATERIALS

DEVELOPED: FEBRUARY 1981
REVISED: OCTOBER 1986

PEACE CORPS
INFORMATION COLLECTION AND EXCHANGE
TRAINING MANUAL T-0007

OCTOBER 1986

ACKNOWLEDGMENTS

The Close of Service Workshop Trainer's Manual was originally designed by Bo Razak in 1981. Since that time countless people have provided invaluable feedback and/or contributed ideas and information on how these materials could be revised to meet the changing needs of Volunteers today. Thanks for your contributions. I would like to give special recognition and thanks to a few people who converted ideas into reality. Many thanks to Linda Spink and Bob Condry for spearheading the beginning of the revision process and to Ray Leki, Nanette Avery and Waneen Polly for field-testing that revised edition. Also many thanks to Karen Gaskins Jones for integrating the feedback from the field tests with the intent of producing the desired revisions and for this edition of the COS materials. Similarly, special thanks to Toby Frank for extensive editorial work.

Michael Mercil
Director of Training
Office of Training and
Program Support (OTAPS)

October 1986

ABOUT THE CLOSE OF SERVICE TRAINER'S MANUAL

The Close of Service (COS) Trainer's Manual was designed for use by Peace Corps staff members and/or trainers contracted to facilitate the workshop. Acknowledging the wide range of training experience that potential COS Workshop facilitators may have, there are many resources within the manual to assist novice and more experienced trainers in preparing for and conducting a successful workshop.

The Trainer's Manual and the COS Workshop utilize other Peace Corps resources, such as:

COS Participant's Handbook
Career Resource Manual
Skills & Interests Self-Assessment
Senior Volunteer Resource Manual

as well as any local COS package or manual that describes in-country practices and procedures for Volunteers' close of service.

It is hoped that workshop facilitators will use this manual as a model for designing a COS Workshop that will adequately meet the needs of all participants. The manual contains an overview of the COS Workshop; guidelines for planning, preparation and implementation of the workshop; reference materials for trainer's understanding of adult learning and experiential training methods; detailed training design for a three- or four-day workshop; and a variety of additional materials for lectures, examples, etc.

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AN OVERVIEW OF THE CLOSE OF SERVICE WORKSHOP

AN OVERVIEW OF THE CLOSE OF SERVICE WORKSHOP

PURPOSE OF THE COS WORKSHOP

The Close of Service (COS) Workshop was originally designed as an optional workshop to help Peace Corps Volunteers grapple with making the transition from the host country back to the United States. As the workshops were held, their value and importance to the development and training of Volunteers, as well as gaining recognition as a tool for programmatic feedback/evaluation, heightened. Later, the COS Workshop became a mandatory training event for Peace Corps Volunteers and the Trainer's Manual was included as part of the Peace Corps Core Curriculum materials.

The overall focus of the COS Workshop has not changed. However, the model presented in this manual has been revised to more adequately meet the diverse needs of today's Volunteer corps. Feedback on the original model and from pilot-testing the revision were key factors in the development of the current model. You are invited to continue to provide feedback about its design, methodology and the appropriateness of content.

Certain themes recur throughout Peace Corps training, such as: the role of the Volunteer in development work, cross-cultural awareness and communication, Volunteer health and well-being, etc. These themes are introduced during pre-departure events (i.e., stagings, CREST or CAST); the concepts and the Volunteers' skills development are integrated throughout pre- and in-service training. The COS Workshop completes the cycle as Volunteers are encouraged to review these themes and reflect upon their experiences, achievements and lessons learned during their Volunteer service. Volunteers are also encouraged to use the skills they've practiced during their service while readjusting to life in the U.S. The COS Workshop helps Volunteers who are ending their Peace Corps service to establish a sense of closure, and allows those Volunteers who are extending their service to share in the closure of their group's experience together.

More specifically, the workshop provides Volunteers with an opportunity to:

- review their Peace Corps service and their role in the development of the host country;
- assess the meaning of their experience in relation to their future goals;
- provide Peace Corps with feedback and recommendations about program directions and support, training, and medical and administrative support;
- increase their personal awareness of issues and concerns regarding re-entry into the United States, and develop strategies for dealing with them;

- explore and develop strategies for transferring new and/or refined personal and professional skills to possible "back home" situations; and

- identify ways in which each may personally work toward fulfilling the third goal of Peace Corps, i.e., promoting a better understanding of other people on the part of the American people.

* * *

PLANNING THE WORKSHOP

The COS Workshop should be organized and planned as an integral part of Volunteer training. Each group of Volunteers ending their service should have a COS Workshop. If there are groups that have COS dates within two to three months of each other, one workshop could be planned for all.

It is important that Close of Service resource materials be ordered from Peace Corps headquarters well in advance so that Volunteers can receive them at least two months prior to the date of the COS Workshop. These materials are produced by Returned Volunteer Services, and include the following:

Career Resource Manual,
Skills & Interests Self-Assessment, and
Senior Volunteer Resource Manual.

[Note: The Senior Volunteer Resource Manual should accompany the other two manuals for Volunteers aged 50 years and over.]

In addition to the scheduling of the workshop and the dissemination of materials, a few suggestions are given below to assist in the planning of the workshop.

Timing

COS Workshops are most beneficial to Volunteers when held at least three months before their COS dates. It is at this stage of their service that Volunteers begin to focus on their future more intently.

Announcement Of The Workshop

At least six to eight weeks prior to the workshop a letter or memo should be sent to Volunteers identifying its purpose and goals, the dates and venue of the workshop, the arrival and departure times, and the workshop schedule.

The announcement could accompany the Volunteers' Close of Service package of forms and instructions, the Career Resource Manual, Skills & Interests Self-Assessment and, as appropriate, the Senior Volunteer Resource Manual.

Volunteers should be made aware that the workshop will provide:

- practical information on job-hunting, career decisions, retirement and other lifestyle options;
- an opportunity to identify current (and past) skills and interests, as well as develop options or strategies for utilizing those skills back home;
- an opportunity to obtain clarification about administrative details, forms and deadlines for their close of service; and
- time to explore personal expectations about their return to the U.S.

The workshop should be fun and allow participants time for informal sharing. The announcement should set the climate for the workshop and build interest in participation. It could be helpful to indicate that the COS Workshop is just as important for those who intend to extend as it is for those who will be ending their service. There is often a felt need for extendees to bring closure to the Peace Corps experience with those who shared it before beginning a "new" Peace Corps experience.

Location

The setting for this workshop is just as important as for any other conference or in-service training event. Whether the workshop is held on a beach, in the mountains, the middle of a game reserve, a rural or urban center--distractions peculiar to each should be considered and strategies developed to effectively use or sidestep them. Consideration of the facilities need to include those factors that will hinder, or facilitate, participant activities (e.g., attending to essential activities such as bathing, getting food, relaxation and informal sharing). If a number of staff persons are involved in the workshop to answer medical and administrative questions about COS, or to respond to the Volunteers' recommendations, the workshop's venue may need to be convenient for their participation.

Ideally, the location for the workshop should provide the following features: a central meeting room large enough to comfortably accommodate participants; one or two break-out rooms/areas for small group work; comfortable seating; tables for writing; and emergency facilities nearby.

Group Size

The optimum number of participants for a COS Workshop seems to range from 12 to 25 people. If the group is smaller than 12, you may need to modify the activities so that all participants are working together, or eliminate some of the small group work. If the group is larger than 25, you may want to consider running a series of smaller workshops.

Facilitators

Experience shows it is best to have two facilitators to conduct a COS Workshop. During the sessions that address vocational and other life options, more than one group may need assistance, or Volunteers may request individual help. This dilemma is more easily remedied when there is more than one facilitator.

Facilitators should be familiar with the knowledge and skills presented in each session. If there are co-trainers, then each could select the sessions which she/he feels most competent in facilitating.

The facilitator/trainer role is key to any workshop. It is the facilitator's responsibility to set the tone of the workshop and help participants derive the maximum benefit from the activities. The responsibility for active participation and learning rests with the participants.

Peace Corps Staff Involvement

There are recommendations within the design of the workshop to have Peace Corps staff actively involved in sessions. Critical areas for their attendance/involvement are: to clarify questions about medical and administrative procedures for close of service; to hear Volunteers' feedback and recommendations regarding programs, training, medical and administrative support and informal sharing at the beginning and/or the end of the workshop. Peace Corps staff involvement lends more continuity in the transfer of information for the critical areas identified above. Also their involvement can be a very positive experience for themselves, while helping to facilitate a smoother transition for Volunteers during the close of service.

Materials Needed

General supplies needed for the workshop are: pens/pencils for participants; flipcharts, newsprint or "brown paper"; marker pens and tape, preferably masking tape. Each session will identify what specific materials will be needed to accomplish the activities.

As mentioned earlier, most of the activities use various COS resource materials. The need for handouts has been alleviated with the design of a Participant's Handbook. For your convenience a checklist of the specific resource materials needed for the workshop is given below with a brief description of its use.

☐ PARTICIPANT'S HANDBOOK

The Participant's Handbook contains worksheets (with guidelines/ instructions) for identified activities, reading materials for conceptual framework of various exercises, and a journal section to record personal thoughts, new ideas or notes from sessions.

The worksheets and reading materials are sequenced according to the sessions in the Trainer's Manual.

Facilitators are urged to become familiar with the Handbook and assist participants' use of it by identifying the page number for a particular worksheet or article.

Participants should be encouraged to use the journal section located at the end of the Handbook during the workshop, and after, for reflection and monitoring of progress through the transition process.

☐ CAREER RESOURCE MANUAL

History has proven the Career Resource Manual to be a handy and useful tool for Volunteers. It contains much needed information about Peace Corps resources and services available to Returned Peace Corps Volunteers (RPCVs); how to manage a job search campaign, develop resumes, SF-171s and cover letters; the location of various RPCV groups, etc.

☐ SENIOR VOLUNTEER RESOURCE MANUAL

This manual was designed specifically for Volunteers aged 50 years and older. It is to be used in conjunction with the Career Resource Manual. The Senior Volunteer Resource Manual was prepared in response to the many requests by Returned Senior Volunteers for information about special financial, relocation and health care considerations, as well as information about other opportunities for volunteerism, employment, continued education or training. The manual also provides samples of resumes and SF-171s for the more experienced; these samples could be helpful for Volunteers who are younger than 50, yet have considerable work experience.

☐ SKILLS & INTERESTS SELF-ASSESSMENT

This manual is described as a "career planning manual for Peace Corps Volunteers." However, the activities are appropriate not only for those who are beginning their careers, but also for those who are changing careers or investigating productive channels for retirement. The sections on "Assessing Yourself" easily lend themselves to this. The scope and importance of other sections, such as "Career Objectives" could be modified or expanded to identify "life objectives" or "other productive options." The expanded scope and use of these sections should be emphasized by the facilitator in order to better meet the needs of those not interested in developing a "career."

For example, the activities for "Career Objectives" could be used to help senior Volunteers in identifying future options for retirement, or a career change. The potential entrepreneur, and others desiring to be self-employed, could view the activities as the first steps in developing a marketing tool, i.e., identifying personal assets and projecting how to use them to promote "that idea" or business.

A Reminder

Along with the Career Resource Manual and the Senior Volunteer Resource Manual, the Skills & Interests Self-Assessment should be received and completed before the COS Workshop. Volunteers should be reminded to bring these resource materials to the workshop.

If Volunteers have not completed the Skills & Interests Self-Assessment prior to arrival, encourage them to do so the day they arrive. It would be helpful to have a few extra copies of each manual available for those inevitable few that forget their copies.

Other Useful Resources

Locally Produced Resources:

In many countries, a COS Procedures Booklet or package has been very effective in advising Volunteers about Peace Corps' expectations of, and Volunteers' responsibility in, the close of service process. Such a booklet/package can include the following:

- Peace Corps' policies on indebtedness, transportation to the U.S., health coverage after COS, return of Peace Corps equipment and transportation, medical clearances, etc.
- Copies of all necessary forms to be completed and instructions on how to complete them.
- Schedule of dates/deadlines for completing the various procedures in the COS process, such as: medical exams; final project reports and exit interviews with program managers; submission dates for the forms; time-frames for when readjustment checks and/or transportation monies/vouchers will be available, etc.

The COS Procedures Booklet should be sent out with the COS resource materials identified above. This would give Volunteers an opportunity to peruse the materials and prepare specific questions to be answered during the workshop. (Volunteers should bring this booklet to the workshop, too.)

A sample for the COS Procedures Booklet is provided in Appendix 1 for those who may want to develop/refine current materials.

RVS Recommended References:

Returned Volunteer Services has a bibliography of useful reference materials for job-hunting, career development, educational opportunities, and the like. This bibliography is updated annually and contains information on how to order the materials and their cost. These resources could be invaluable for in-country Peace Corps resource centers or libraries. If any are available currently, they should be used in the workshop, too.

Time For Informal Sharing

Groups have their own histories. It is important that group members have an opportunity to become re-acquainted or just "catch up" on the latest news. Planned or structured time within the schedule of the workshop will be essential. A reception and welcome the day of arrival will help the re-acquaintance process. Free evenings and/or a social gathering at the end of the workshop will allow participants to renew friendships, make plans for future contact and, in some cases, to say good-bye.

Volunteers often appreciate opportunities to socialize with Peace Corps staff. At these times sentiments and appreciation are frequently expressed; some countries give Volunteers awards of appreciation or mementoes, or host receptions, dinners and parties. Time for informal sharing among Volunteers and staff is highly recommended.

* * *

CONDUCTING THE WORKSHOP

The COS Workshop model represents approximately 24 hours of training over a three or four day period. This requires that participants arrive one day before the start of training, and allows them to leave the day following the last day of training. Samples of training schedules are provided for your convenience; however, you are encouraged to modify the schedule (and the activities) as appropriate for your situation.

Before conducting the workshop, there are some issues you may wish to consider:

- **The role of participants who are extending their Peace Corps service.**

  Often there will be participants who will be extending their service for a third year in-country, or transferring to another country. For them, the COS Workshop may be perceived as premature.

It will be important to acknowledge these feelings and to explain how they might benefit from the workshop. Hopefully the extendees will value an opportunity to share their experiences with their group, seek information about and develop strategies for their eventual return to the U.S. The major difference between extending and COSing Volunteers is that the extendees have a longer time to plan for the future and how they would like to close their service.

NOTE: Volunteers who intend to travel for an extended period after their close of service may also question the (relative) importance of the workshop. The benefits they could derive from the workshop, as well as reasons why they should attend, are similar to those for extending Volunteers. They, too, will have a longer time to plan, ponder and refine their ideas and choices for the future.

- **Activities and information needed to meet the needs of more experienced and/or Senior Volunteers.**

  With the increasing numbers of older, more experienced Volunteers, more attention has been given to addressing their diverse concerns which often differ from those of younger Volunteers. For example, those Volunteers who entered Peace Corps on a leave of absence, or in the midst of a career change, may be anxious to re-establish their financial base, discover recent developments in their industry or reconnect with family and friends and activate their networks of influence. Similarly, Senior Volunteers are more concerned with reconnecting with loved ones, planning for retirement activities, or locating health and financial-planning services than with career development.

  Within the scope of the COS Workshop their concerns and priorities should be acknowledged. Encouragement to use the activities to the Volunteers' advantage in identifying what will be involved in their return home is critical. Also, their experience could be helpful in assisting those in the initial stages of career development to plan and develop realistic strategies for the future.

- **Current information for participants interested in further education and training.**

  By the time of the COS Workshop, many Volunteers may have considered returning to school for advanced degrees or additional training. A few may have already applied and/or been accepted into an education program. For these Volunteers, completion of service will involve re-entering an academic environment and perhaps finding a means of support while in school.

The activities of the workshop could assist Volunteers in planning their academic careers or focus for continued education. Session 7 has specific information to assist in this process. The career/life planning information will be useful upon completion of their studies, and perhaps during their academic pursuits.

- **How to effectively handle Volunteers' possible anger and dissatisfaction with Peace Corps service.**

  Volunteers are asked to review and evaluate their Peace Corps service, then give recommendations on how things can improve (Sessions 3, 4 and 10). There may be participants who have very negative feelings about their assignment/service, or who may want to express their ideas and feelings in an angry manner.

  Facilitators should not take a defensive posture during these times, nor personalize the feedback if a Peace Corps staff member. It will be important to acknowledge these angry feelings and to help participants identify the root or source of these feelings. Participants should be encouraged to make distinctions between what occurred (i.e., the fact of the matter) and their interpretations of what happened (i.e., their evaluation of the fact). Assist participants in clearly defining the problem(s) and in generating a variety of viable alternatives/options/ strategies that could be considered to correct the problem(s).

Within the training design of each session there are notes to the trainer and some suggestions that address these issues. There may be little the facilitator can do in preparation for dealing with these issues as they arise. However, familiarity with the model, its intent and the learnings to be gained from the exercises, along with sensitivity to the issues, can help the facilitator to address the needs of the participants.

Following is an overview of the workshop's themes. Suggested schedules are included to help facilitators become more familiar with the workshop model.

OVERVIEW OF WORKSHOP SESSIONS

SESSION (#: Name)		TIME	INTENT OF SESSION
1:	Welcome and Overview	2-3 hr.	Introduction: purpose and scope of Workshop; reacquaintance and climate-setting process.
2:	COS Procedures	1-1/2 hr.	Discussion/clarification of COS policies, procedures and forms.
3:	Reviewing Your Volunteer Experience, Part 1	2 hr.	Review of personal experience; identification of lessons learned and achievements.
4:	Reviewing Your Volunteer Experience, Part 2 (Evaluations)	1 hr.	Evaluation of Peace Corps experience (choice of 2 tools).
5:	A Look to the Future	1-1/2 - 2 hr.	Exploration of the nature/patterns of personal achievements; ranking of work values.
6:	Writing a Career or Life Objective	1 hr.	Practice in developing career/life objectives (using career objective format).
7:	Exploring Your Options, Part 1	2-1/2 hr.	Individual and small group work regarding future directions/options; possibility for simultaneous workshops on: 1 - managing the job campaign; 2 - educational opportunities; 3 - other options.
8:	Exploring Your Options, Part 2	3-4 hr.	Information on networking and interviewing; practice interviews (informational and employment).
9:	Going Home	4 hr.	Planning leave-taking; identifying expectations and issues regarding re-entry into U.S.
10:	Recommendations to Peace Corps	1-1/2 hr.	Presentation of recommendations to Peace Corps (follow-up from Session 4).
11:	Development Education	1-1/2 hr.	Discussion of Peace Corps' third goal and development education.
12:	Summary, Evaluation and Closure	1 hr.	Wrap-up of Workshop; evaluation of Workshop and facilitators; closure to Workshop.

SAMPLE OF WORKSHOP SCHEDULE NO. 1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
AM	ARRIVAL OF PARTICIPANTS AND PREP TIME FOR TRAINING TEAM	Openers: · Review of Yesterday's Events · Housekeeping Details (optional) · Preview of Day's Schedule (1/2 hr.) Session 2: COS Procedures (1-1/2 hr.) BREAK Session 3: Reviewing Your Volunteer Experience, Part 1 (2 hr.)	Session 7: Exploring Your Options, Part 1 (2-1/2 hr.) BREAK Session 8 Exploring Your Options, Part 2 · Networking · Informational Interviewing (1-1/2 hr.)	Session 9: (cont'd) Going Home (2 hr.) BREAK Session 10: Recommendations to Peace Corps (1-1/2 hr.)	DEPARTURE
PM	Session 1:* Welcome & Overview (2 hr.)	Session 4: Reviewing Your Volunteer Experience, Part 2 (1 hr.) BREAK Session 5: A Look to the Future (2 hr.) BREAK Session 6: Career/Life Objectives (1 hr.)	Session 8: (cont'd) Exploring Your Options · Interview Triads or Career Panel (2 hr.) BREAK Session 9: Going Home (2 hr.)	Session 11: Development Education (1-1/2 hr.) Session 12: Summary Evaluation Closure (1 hr.)	
EVE	Reception or Social Hour	FREE	FREE	COS Party	

* Session numbers correspond with Workshop design included.

SAMPLE OF WORKSHOP SCHEDULE NO. 2

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
AM	PARTICIPANTS ARRIVAL AND TRAINING TEAM PREP TIME	Welcome & Overview (2 hr.) BREAK Reviewing Your Volunteer Experience (2 hr.)	A Look to the Future (2 hr.) BREAK Career/Life Objectives (1 hr.) Exploring Your Options, Part 1 (1 hr.)	Going Home (2 hr.) BREAK Going Home (cont'd) (2 hr.) [COS LUNCHEON] [w/PC Staff] [(2 hr.)]	DEPARTURE
PM		Evaluating Peace Corps Experience and Recommendations* (2 hr.) BREAK COS Procedures (1-1/2 hr.)	Exploring Your Options, Part 1 (cont'd) (1-1/2 hr.) BREAK Exploring Your Options, Part 2 (3 hr.)	Development Education (1-1/2 hr.) Summary Evaluation Closure (1 hr.)	
EVE	SOCIAL HOUR	FREE	FREE		

(*Combination of
Sessions 4 & 10 using
Evaluation Tool #2)

SAMPLE OF WORKSHOP SCHEDULE NO. 3

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
AM	PARTICIPANTS ARRIVAL AND TRAINING TEAM PREP TIME	Welcome & Overview · Introduction/ Icebreaker · Goals · Expectations · Schedule Review · Norms (2 hr.) BREAK Reviewing Your Volunteer Experience, Part 1 (2 hr.)	Review of Objectives (1/2 hr.) Exploring Your Options, Part 1 (2-1/2 hr.) BREAK Exploring Your Options, Part 2 · Networking · Informational Interviewing (1-1/2 hr.)	Going Home (cont'd) (2 hr.) BREAK Recommendations to Peace Corps (1-1/2 hr.)	**DEPARTURE**
PM		Reviewing Your Volunteer Experience, Part 2 (1 hr.) A Look to the Future (2 hr.) BREAK Career/Life Objectives (1 hr.)	Exploring Your Options, Part 2 (cont'd) · Interviewing Triads or Career Panel (1-1/2 - 2 hr.) BREAK Going Home (2 hr.)	Development Education (1-1/2 hr.) BREAK COS Procedures (1-1/2 hr.) Summary Evaluation Closure (1 hr.)	
EVE					
SOCIAL HOUR		FREE	[illegible]	COS Workshop Party	

TRAINER REFERENCE

TRAINER REFERENCE

SUMMARY

The Trainer Reference is designed to help you, as trainer, become more familiar with the manual. It also offers guidelines on how to prepare yourself for the role. This section should be read thoroughly before attempting to conduct any of the sessions.

The Trainer Reference is composed of the following sections:

I. Introduction

II. Methodology of the Manual

III. Structure of Sessions

IV. The Role and Responsibilities of the Trainer

V. Suggestions for the Trainer

SUPPLEMENT 1: TRAINING TECHNIQUES

- Glossary of Training Terms
- Icebreakers
- Energizers
- Learning Strategies:
    - Group Discussion
    - Role Plays
    - Case Studies and Critical Incidents
    - Lectures and Lecturettes

SUPPLEMENT 2: READINGS

- "The Effective Trainer"
- "Adults as Learners"
- "Experiential Learning" (including "Putting Together a Training Design Using the Experiential Methodology")
- "From: Freedom to Learn"
- "Discussion Group Leadership"
- "What to Observe in a Group"
- "Co-Training"

TRAINER REFERENCE

I. INTRODUCTION

This manual has been developed especially for use by Peace Corps staff members and/or trainers contracted to facilitate the workshop. The Trainer Reference section will help you to become familiar with the content, structure and style of the manual, and prepare you to manage and conduct the sessions.

II. METHODOLOGY

The training designs in the manual are based on the theory that adults learn most effectively by "doing" rather than "seeing" or "hearing." The approach is experiential and participatory. You will be more of a facilitator of exercises, discussions and events, than a traditional lecturer or teacher imparting information. Much of the information, and many of the conclusions and strategies that the participants take with them after the sessions, will help them draw conclusions and strategies for the future. The training design includes a good deal of group work, exercises and discussions, and a minimum of lecturing.

III. STRUCTURE

Each session's training design follows the same format, and is structured with these components:

- **Rationale:**

  The rationale gives the reasons why the session was developed and any background information that might help to explain why time is spent on it.

- **Total Time:**

  This indicates the total amount of time, excluding breaks*, the session will take to complete.

  * A Word about Breaks: Due to the flexibility of the model, times for breaks are generally excluded. It will be the trainer's responsibility to judge when a break is needed, based upon the energy level of the group, completion of an activity, or appropriateness of timing to help facilitate learning. In rare instances breaks are indicated in notes to trainer in order to assist in the management of small groups or a task. At least one break in the morning and in the afternoon is recommended.

- **Goals**:

  Goals outline the purpose of the session. They are presented on flipcharts at the beginning of each session so the participants will clearly understand what the session is to accomplish. Sample flipcharts, written in the second person, are included in the training design and serve as a guide.

- **Trainer Preparation**:

  This component tells you what to do in preparing to lead the session.

- **Materials Needed**:

  All the resources you will need to run the session are listed in this section. Materials such as flipcharts, marker pens and (masking) tape will be indicated first. Support materials located in either the Career Resource Manual, Skills & Interests Self-Assessment or the Participant's Handbook will be listed. It would be wise to write the page numbers of each worksheet or article by the title for easy reference during the session.

- **Prepared Flipcharts**:

  The various flipcharts that will be needed for each session will be identified here. Sample flipcharts are illustrated within boxes and located at the step within the training design for which they are to be used.

- **Procedures**:

  The procedures in each session are explicit and detailed so as to literally walk you through the steps of the training design. There is a column on the side of the page next to the instructions which allows you to take notes and/or summarize each step in your words. This will assist you in leading the session comfortably.

- **Trainer's Note**:

  Within the body of each session's training design, notes to the trainer are provided to suggest alternatives for steps or exercises, and special considerations that will make the exercise or session work well.

- **Support Materials**:

  This section contains lecture notes, copies of worksheets, and articles that appear in the Participant's Handbook and/or alternative exercises that may be used for the session. Its introduction lists the support materials for the session with page numbers for easy location.

IV. THE ROLE AND RESPONSIBILITIES OF THE TRAINER

The trainer's role in the process is that of facilitator. The primary responsibility of the facilitator is to provide the participants with an effective and appropriate learning environment, and to enable an active process by which the participants determine and address their individual learning needs. This may be accomplished by facilitators who:

- encourage the active involvement of all participants;
- promote an atmosphere of cooperation;
- provide linkages to other components of training;
- assist participants in making linkages between sessions;
- encourage participants to constantly relate the training experience to "real life" situations;
- direct participants toward materials and human resources they may require; and
- make themselves available to serve as resources, but do not establish themselves as experts who dispense answers.

In preparing for the workshop, you have four basic responsibilities:

RESPONSIBILITY 1: Become familiar with the content and methodology of the manual, and how to use it.

An easy way to obtain an overview of the entire manual is to read the rationale for each session. Then become thoroughly familiar with the exercises for each session and the support materials in order to achieve mastery of the contents and process. Review the format that is consistently used for each session and note how instructions appear. The manual is designed to work for you and to help you work with ease. Remember as you read the training design to look at the Trainer's Notes which appear throughout to remind you of special steps or considerations.

Keep in mind that the training sequence within each session is designed to:

- provide participants with basic information, or an introduction;
- allow them to work through an activity to reinforce basic information or experience; and
- provide a processing opportunity to help them reflect on what they have learned, generalize the learnings and discuss how they can apply these learnings to future situations.

It is important to remember that each of these phases is important. In fact, the lesson will not have its impact unless all phases are implemented. Do not try to cut corners by cutting out a phase. It will affect the attainment of the intended goals.

A self-instructional learning packet is provided for your use in Supplements 1 and 2 at the end of the Trainer Reference. It contains information on a variety of training techniques and articles on learning theory and group development. It would be helpful to read them before delving into the training designs. These readings represent only a very basic overview of the topics. Seek further resources if a certain subject interests you, or if you need more background information. (Refer to the Trainer Reference Summary for a complete listing of these materials.)

RESPONSIBILITY 2: **Adapt the sessions to meet the special needs of participants and the situation.**

If you already have extensive training experience, you may find that the step-by-step style of the training design is over-simplified. In that case, modify the design to fit your style without neglecting the goals of the session. Trainers are urged to adapt the material and script as needed to comfortably run the sessions.

If there are special considerations for participants (such as age and experience diversity, the need for Peace Corps staff involvement, etc.), materials should be modified to adequately meet the needs of participants.

RESPONSIBILITY 3: **Prepare other facilitators, or co-trainers, for their roles in sessions, if any, and explain the expected outcome of the sessions.**

The majority of exercises can be run by one person; however, in order to monitor small group work or give individual assistance, it would be helpful to have assistance from others. Sometimes there may be a need to have guest speakers address specific topics or lend various points of view to a discussion. It will be necessary to brief co-trainers (and guests) about their roles and responsibilities for respective sessions. Everyone involved will need to clearly understand the goals and how they are to be reached.

One way to achieve this is with a meeting before conducting the sessions with all co-trainers and, as appropriate, guests. Be sure to cover the following areas:

- If necessary, time for trainers (and guests) to become acquainted;
- Goals of the session(s);
- How the session(s) will be conducted (i.e., methodology, structure, exercises in the session, roles and responsibilities of everyone involved);

- Clarification of any concepts; and
- Answers to questions remaining among the group.

Another aid for co-training effectively is to hold a brief meeting at the end of each training day to discuss the following topics:

- Feedback (what went well, what didn't,...);
- Achievement, or lack of achievement, of session/workshop goals;
- Special issues or problems; and
- Review of how the next day's training plan will be run and who has responsibility for what.

RESPONSIBILITY 4: **Conduct the sessions.**

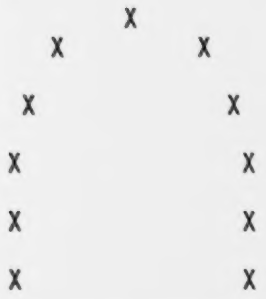
If you have done your homework so far, the fulfillment of this responsibility should be second nature to you! In the next section, however, "Suggestions for the Trainer" will provide you with information that may help even more in running effective sessions.

V. SUGGESTIONS FOR THE TRAINER

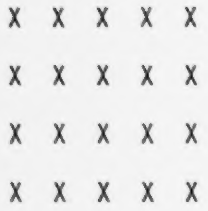
In preparation for each session, research your audience to make sure the materials in the manual are appropriate for use. In some cases, the materials will need to be modified because of varying levels of expertise, sophistication, background and experience within the group. Be cautious in examining the materials. Think how each exercise will be viewed and/or accepted by the group.

Prepare an outline, or notes, to help you remember important points. Also make sure you have all the necessary equipment, prepared flipcharts and other materials needed for the session. Complete the following tasks before the participants arrive:

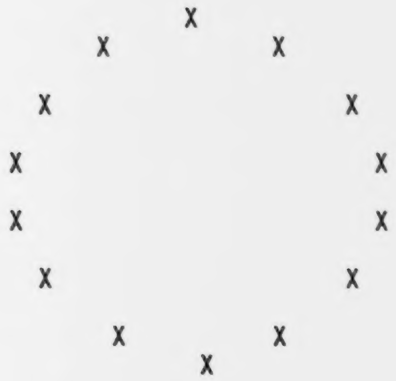
1. SET UP THE SEATING ARRANGEMENT in a fashion that best suits the needs, and number, of participants. Desks and tables can interfere with the group's movement and interaction. Where possible, keep tables on the sides of the room for times when participants may need to write, or complete small group tasks. Some seating arrangements are illustrated below for your convenience.



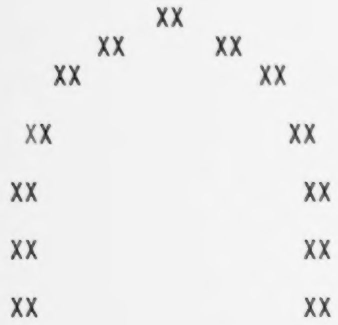
Horseshoe Style



Theater Style



Circle



Double Horseshoe

2. PLACE FLIPCHART EASELS OR CHALKBOARDS in a place where everyone can see them and where you can use them to write comfortably.

3. HANG YOUR PREPARED FLIPCHARTS on the easel, covered by sheets of blank paper, or hang the flipcharts on the walls folded with the bottom half covering the top so that they will be readily available when you need them.

4. PLACE HANDBOOKS AND OTHER RESOURCE MATERIALS IN A CONVENIENT PLACE; a shelf or table nearby will do.

During each session establish a tone of comfort. Start each session with some sort of climate-setting opening: an anecdote, a personal statement, an icebreaker or energizer, or a review of the previous session. Acknowledge everyone's experience and encourage participation. Quiet participants might be drawn out with questions like: "What has your experience been?" or "How do you feel about it?"

Remember your role as a facilitator. Allow individuals time to make their points. Your role is to encourage their learning, not to dominate discussions.

Maintain the schedule and time-frames as much as possible. Keep control of what is happening and be firm, yet not abrasive, if you need to bring people back onto the subject/task.

Make sure your co-trainers and resource people understand their roles and what you expect of them so they can respond as needs arise.

One key to any training program "hanging together" is the participants' understanding of how the pieces (i.e., sessions and exercises) fit together. It is important to bridge each exercise and/or session with the one(s) that precede and follow it. These transitions are done simply by summarizing what has already happened or been accomplished. For example, consider the following:

> "Thus far we've had a chance to get to know each other, review the goals of the workshop, and reach agreement on what we might expect from the workshop..."

Then link it to what is going to happen:

> "...as we said in the discussion on goals, and as you listed in your expectations, one of the areas we want to cover is leaving/reviewing your Peace Corps experience. At this point in the workshop we want to give you an opportunity to review your individual and collective accomplishments during your Peace Corps service..."

And link to future sessions or activities:

> "In addition to being helpful in managing your leaving Peace Corps/[country] this session will also generate useful data that we'll use in the session 'Exploring Your Options'..."

Each session/exercise needs to be explained with these linkages in mind. Some suggestions are provided within the training design. As you prepare to introduce individual activities, take a few moments to determine what these transitions are and which ones you need to highlight as you explain the goals of each session.

You will find reading assignments within various sessions (e.g., Sessions 6, 7, 8, 9 and 11). To minimize the time spent reading articles within these sessions, consider giving overnight reading assignments in preparation for the following day. This practice in general could be helpful for Senior Volunteers and slow readers. A word of caution: no time is saved within the session if all participants have not completed the reading assignment and are not prepared to discuss/use the information.

SUPPLEMENT 1: TRAINING TECHNIQUES

- Glossary of Training Terms
- Icebreakers
- Energizers
- Learning Strategies
    - Group Discussion
    - Role Playing
    - Case Studies and Critical Incidents
    - Lectures and Lecturettes

GLOSSARY OF TRAINING TERMS

Each time a new training term is used in the manual, it will be highlighted with the symbol * to remind you to refer to this glossary.

Break (or Divide) into groups - When one large group is divided into smaller groups or pairs.

Bridge - The statement the trainer makes that ties sessions together. That is, a reference in a current session that shows how it is related to the prior session.

Co-Trainer or Co-Facilitator - Individual who assists trainer in any capacity.

Dyad - a pair, or group of two.

Flipchart - A large (e.g., 27" x 34") piece of newsprint that the trainer has prepared as a chart illustrative of a point he/she wants to make. Also referred to as newsprint. Sometimes rolls of newsprint or brown paper are cut to the dimensions above and used as flipcharts.

Float - When trainers visit small groups for a short time to ascertain what is going on or if participants have understood instructions. Floating means generally spending a small amount of time with each group without becoming a member of any one of them.

Generalization - A conclusion about an experience or idea.

Generate - To come up with original responses. Often, the group will generate a list of words, issues, answers, etc.

Goal - A statement of the general learning outcome or topics to be covered.

Group process - The complex forces which cause persons in a group to behave the way they do. Group process is concerned with "how" people work in groups, given certain conditions and certain human behaviors; content or task focuses on "what" people do; it is not concerned with moral issues of how people ought to behave.

Handout - A supporting document the trainer gives participants that offers additional information on a subject introduced during the session.

Icebreaker - An opening exercise that is used to motivate the group and establish a comfortable atmosphere for learning.

Intervention - An interruption of an ongoing activity that influences the direction, content, behavior in a group.

Lead Trainer - Person who assumes most of the responsibility for the implementation of the workshop.

Learnings - Points, aspects of items participants learn from an experience or session.

Objective - A statement of anticipated learning outcome in terms which specify an observable behavior, an accepted standard of achievement, and the conditions under which the behavior is to take place.

Participant - (Learner) The person for whom the training activity is created and presented.

Preview - When a trainer previews a session, he/she tells the participants a little about the session, perhaps the goals or a specific segment such as a field trip. The purpose of previewing a session is to raise participants' interest.

Reality Test - To share a strategy with someone else and have them react to how feasible the plan would be given the situation in which it is going to be used.

Reflect - To think about something; to contemplate something.

Report Out - The report on progress or results that one small group gives the entire group after completing an exercise, solving a problem or planning a strategy.

Resource Person - (a) an individual who attends the session to act as a resource about a specific topic(s) or (b) a person with whom you discuss a specific topic before the session in order to get country/culture specific information.

Rounds - A structure in which participants take turns.

Trainer - A guide or facilitator who arranges learning experiences for others.

Triad - A group of 3 people.

Working Definition - A definition which is used just to have "some place to start" and can be changed at any time.

ICEBREAKERS

Listed below are five possible introductory exercises that can be used. The trainer may prefer to use another exercise that will accomplish the same purpose.

1) Dyad and Quartet

Each person meets and gets to know one other person; each, in turn, introduces his/her partner to another dyad.

2) Depth Unfolding Process

Because it takes five minutes per person, this exercise should be done in small groups. The leader should disclose first to make trainees more comfortable.

In the first three minutes, tell what has brought you to this point in your life. Use one minute to describe your happiest moment as a Peace Corps Volunteer. Use the last minute to answer questions from others.

3) Structured Introductions

In dyads, small groups, or in the large group, participants can talk about their happiest moments, write a good-bye letter to host country friends, or write a press release about their return to the U.S.

4) Life Map

Each person draws on newsprint with crayons or magic marker a picture of his/her Peace Corps experience, using stick figures and symbols.

5) Sentence Completion

The trainer presents a series of unfinished sentences, asking each group member in turn to complete the statement.

Example:

> One of the things I like best about my Peace Corps experience is....
>
> The thing I will miss most is....

ENERGIZERS

Energizers are short exercises meant to wake people up, create/change a mood and/or focus people's attention on you as you direct them to the next activity.

The energizers listed here are suggestions. If you have others, use them. It is important to choose exercises with which you are comfortable and which best serve your purpose.

The trainer must be lively and encouraging in order to set the proper tone and environment for participation.

Energizers are usually most timely at the beginning of sessions or exercises and are also useful as a "break" activity.

TAPPING

Ask participants to stand up and stretch their hands as high as they can above their heads. Then, with their open palm ask them to begin tapping their head, first at the top, then all over--ears, cheeks--then move gradually to their shoulders, stretch to their backs as far as they can reach, then to their chests, listening this time--tapping the chest harder, then to the stomach, each leg and finally all the way back up the body ending with a yell.

BUZZ-FIZZ

Form small groups of 5-7 people. Count around the group. When you come to a number with five in it, or any multiple of five, you say "BUZZ." When you come to any number with seven or a multiple of seven, you say "FIZZ." If you come to a combination number--"BUZZ-FIZZ." If you make a mistake, begin again at one. The first group to reach 50 wins.

THE BIG CHAIR

Ask participants to stand up and form a close circle, facing back to front. Ask them to put their hands on the shoulders of the person in front of them and massage his/her neck and shoulders vigorously for a few moments. Then, ask them to bend slowly at the knees until they can feel the back of the person's knees in front of them, and then stand. Slowly again, ask them to bend their knees like they are sitting down in a chair, sitting on the knees of the person behind them. This forms a big chair, each person sitting on the knees of the person behind them. After a few minutes, someone usually loses balance and the chair collapses.

KNOTS

Divide the large group into smaller groups of 5-7 people. Have each group form a circle facing inward. Ask each participant to reach across the circle with their right hand and take the right hand of the person opposite them. Ask them to do the same with their left hands, grasping the left hand of a different person. Now, without letting go of each other's hands, ask them to untangle themselves so that they form a circle of people holding hands. They will not necessarily all be facing the same direction.

PARTNER PUSH

Ask participants to stand up and face a partner, legs far apart. Have them place their outstretched palms against each other and try to push each other over. This is impossible to do if they are doing it right.

TUG OF WAR

Participants divide into two teams and, using an imaginary rope, pull as hard as they can in opposite directions.

MIRRORING

Partners A and B face each other. A begins a movement such as making a face or moving arms. Slowly, B mirrors the exact movement. After a while, call for B to initiate the action while A does the reflecting.

YOGA BREATH OF FIRE

Individuals stand at ease. Following the leader's movements, they move through the following steps:

- Legs shoulder-length apart, with knees somewhat bent.
- Make fists with hands and place on chest, elbows horizontal to floor.
- Inhale--arms go straight out to side.
- Exhale--arms pulled back to chest position.
- Begin rapid (breath-of-fire) breathing.

ZOOM

Have participants sit in a circle facing inward. Leader turns his head to person on right and "sends" him the word "Zoom." The receiver then turns to the person on his right and does the same thing, until it makes a complete circle. Leader can make it go faster, ask the participants to "Do it with anger:" "Do it sexy;" "Do it whispering." To end the circle, leader says "Zilch."

GROUP DISCUSSION

DESCRIPTION

Centered on a specific topic, problem or question, group discussion is an exchange of ideas among members of a group facilitated by the discussion leader.

WHEN IS IT A USEFUL TECHNIQUE?

Group discussion is more useful when one or more of the following conditions are met:

- There is experience or knowledge on the subject in the group.
- There is a need to create new ideas or action from these experiences.
- There is a need for talking about personal values, attitudes or feelings that will lead to involvement.
- There are complex ideas to understand, or about which to make decisions.
- There is a need to determine the participants' needs.

THE FUNCTION OF THE DISCUSSION FACILITATOR

The purpose of the discussion facilitator is to assist the group in doing its job. The facilitator helps set the stage, keeps the discussion moving along, develops wide participation, and assists the group in establishing a systematic approach to its task.

Some functions of the facilitator are:

1. Setting the Group Climate. The facilitator plays an important part in developing the climate of the group. He/she should make sure group members have become acquainted. This needs to be done early in the session. The informality of the facilitator and the building of a warm and friendly attitude toward all group members encourages participation.
2. Stating the Question. Clear phrasing of the question which the group is being asked to discuss is important to focus the group's attention on its basic task and purpose. A well stated question stimulates constructive and creative group participation.
3. Encouraging Group Participation. The group leader can encourage group participation by:

a. Keeping aware of individual's efforts to be heard and by providing them adequate opportunity to contribute. This includes calling the group's attention to unheard contributions.

b. Helping the group understand the meaning and intent of individual contributions.

c. Maintaining continuity of group discussion by pointing out the relationship of similar ideas offered by different group members.

d. Encouraging participant-participant discussion rather than participant-facilitator discussion.

e. Conveying acceptance by exhibiting a noncritical attitude and by refraining from evaluating member contributions.

f. Don't let anyone take over and monopolize the discussion and don't rely on those who are always articulate and eager to talk. Try to bring in those who aren't talking by making them feel that their contributions would be welcomed by the group. Call on people by name when you know that they are trying to get in, or when you are sure they won't be embarrassed by being called upon.

g. Keeping the discussion on the subject. Some diversions may be fruitful, but only insofar as they can be related before too long to the main topic.

h. Helping the group identify logical fallacies and errors of reasoning. It would be a mistake to try to push too hard, or move too fast along these lines. The facilitator should not fit the discussion rigidly into a preconceived pattern, nor use cross-examination where the result is to make people look foolish.

4. Utilizing Group Resources. In most groups, participants have special knowledge and skills which are useful to the group. The facilitator should become aware of these resources and make sure they are available to the group. He/she should not, however, permit such resource people to dominate group discussions.

5. Keeping the Discussion Moving Along. A good brisk pace is desirable, but don't move it faster than the group wants to go; patience is an important attribute of the good facilitator. It is also important for the facilitator to use the time well.

6. Testing for Group Consensus. The facilitator can assist the group in developing consensus by occasionally reviewing points developed during the discussion and by summarizing what appear to be the group's conclusions.

7. Summarize the Group's Conclusions and Ideas. Review and reinforce the learning that you intended to draw from the discussion. It is important that the facilitator remains impartial during the discussion so that this function of summary and review can be clearly heard by the participants. (Be careful not to give answers or give personal opinions as "facts" during the discussion or this will decrease your impartiality and thereby decrease participants' ability to hear your summary.)

HOW TO LEAD A DISCUSSION

1. Set the Climate.

Start on time.
Try to make the group feel at ease.
State the general purpose of the discussion. (It is assumed that you have specific learning objectives and this technique is appropriate.)
Announce the topic clearly and concisely.
Explain discussion procedures and limits.

2. Guide the Discussion.

Encourage participation by all.
Control the over-talkative.
Draw out the shy.
Don't allow anyone to monopolize.
Deal tactfully with irrelevant contributions.
Avoid personal arguments.
Keep the discussion moving.
Keep the discussion on the subject.
Summarize frequently.
Use audio-visual aids if available.

3. Summarize the Discussion.

Review highlights of the discussion.
Review conclusions which have been reached.
Make clear what has been accomplished by the discussion.
Restate any minority viewpoint.
Get agreement for any action proposed.

TYPES OF QUESTIONS AND THEIR USES IN GROUP FACILITATION

The Uses of Questions

To get all members of the group involved in the discussion.
To draw out quiet or shy members.
To start people thinking.
To awaken interest.
To find out what previous knowledge of the subject members may have.
To keep the discussion moving.

To keep the discussion on the subject or bring it back to the subject.
To recall a "wandering" mind.
To stop private conversations.
To prevent monopolization by one member.
To draw out members' experience which may be relevant and helpful.
To put a "difficult" member in place.
To get each member to hear a range of opinions all different from his/her own.
To highlight important aspects of the subject.
To check on the group's assimilation of the subject matter.

The Types of Questions

Broadly speaking, there are two types of questions:

1. The **general question** (sometimes referred to as the "overhead" question) is addressed to the group as a whole. The facilitator wants to stimulate thinking by all members of the group. If he/she names the person who is to answer before he/she asks the questions, he/she is simply encouraging all the other members to go to sleep while the "victim" tries to answer. If he/she puts the questions to a group as a whole, every member of the group has to think. In addition, by using a direct question too early in the discussion, it may embarrass members of the group by asking them questions which they are not yet ready to answer.

2. The **direct question** is addressed to an individual by name. It has definite advantages in certain circumstances, but it must be used with great care. It could, for example, put the person to whom it is addressed in the very uncomfortable and embarrassing position of having to reply when he/she just does not have anything to say. On the other hand, if there is an acknowledged "expert" on the topic under discussion in the group, the direct question can be used to draw upon his/her experience. It can also be used to draw a shy member into the discussion, but in this case the question should be carefully chosen and be one which he/she is pretty sure to be able to answer. It can also be used to break up private conversations or to interrupt a "monopolizer" (i.e., by asking someone else to comment).

Note that it is a useful technique to phrase the question as a general question first, pause to allow all the members of the group to think, and then name the individual who should answer; e.g., "What do you consider the basic reason why this situation arose?" (pause)--then call the name.

Another form of the direct question is what is sometimes described as the "pick-up" question. This is used to refer back to a contribution which got passed over in the "heat" of the discussion. This frequently happens with a contribution from a shy member who may speak rather quietly and be interrupted by a more aggressive or more vocal member. The important thing is that the facilitator should make a mental note at the time and come back to the point later if only to give recognition of the contributor. Here is an example: "I believe that you were saying a few minutes ago, Peter, that you found a new way of dealing with this particular type of problem. Would you like to tell us a little more about it?"

It's stated that every question is either a general question or a direct question. In addition, questions can be further divided into a number of categories. A few are described below:

1. An **open question** is expressed in very broad terms and can be addressed by a wide variety of answers. It is usually prefixed by who, what, when, where, how or why.

   "Who should be responsible for taking action on this type of situation?"

   "Why is it important that a volunteer understand his/her role in the developmental process of a country?"

   "What are the advantages of counterpart training?"

2. A **factual question** seeks facts, information, data, etc.

   "How many people have attended a previous training course?"

   "Which of you have previous Peace Corps experience?"

3. A **re-directed question** is used when members of the group put specific questions to the facilitator. The facilitator should, whenever possible, re-direct them to other members of the group. This keeps the group active and prevents a dialogue between the facilitator and one member.

4. In the case of a **rhetorical question**, the facilitator does not expect the group to answer and the group knows this. They know that either no answer is required or the facilitator will answer it, e.g., "In these circumstances what else could I do but go along with my supervisor?"

5. In a **leading question**, the answer is implicit in or suggested by the question, e.g., "This type of behavior is quite unacceptable, isn't it?"

There are many other categories of questions including, for example, imperative, exploratory, provocative, controversial, and ambiguous, but the categories dealt with above are the most important. Of the five categories, the last two, rhetorical and leading, have no value in facilitating. They do not provoke the group members to think and they do not stimulate further discussion. In any case, the leading question is usually considered slightly "improper." Try to pose questions in the "open," "neutral" or "nondirective" form.

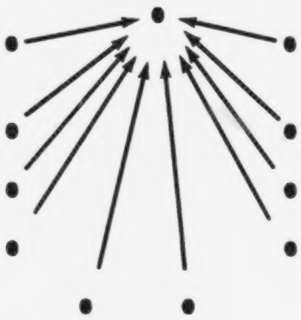
GENERAL HINTS ON THE USE OF QUESTIONS

1. Questions should be brief, clear and simply worded.
2. Direct questions should be distributed at random. A fixed order, e.g., clockwise around the group, should be avoided at all costs.
3. Questions should, as far as possible, cover one point only.
4. Questions should, where possible, be related to the ability and experience of the person to whom they are addressed.
5. Having asked the question, give the members of the group time to think before expecting an answer.
6. Don't use rhetorical or leading questions to try to get out of a difficult or awkward situation in the group. This is likely to make the situation worse.

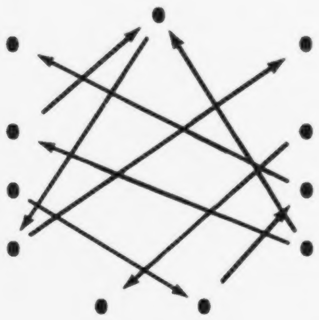
USING QUESTIONS TO ESTABLISH THE RIGHT PATTERN OF DISCUSSION

Finally, on the use of questions, here are two diagrams which gives us a bird's eye view of the pattern of discussion we are trying to achieve.

NOT THIS



BUT THIS



ROLE PLAYING

DESCRIPTION

Role playing is creating a "real" situation in which people assume identities other than their own. The participants in a role play improvise a script as they go along. The roles are created so that there is a particular problem or joint task between two or more roles which require people to do something together.

WHEN IS IT A USEFUL TRAINING TECHNIQUE?

In training for skill development, role play is the logical choice. Role playing allows participants to practice their skills in dealing with the situation and can help participants understand the complexity of the situation as well.

Additionally, role playing can be helpful to respond to attitudinal objectives. Because it is involving, participants explore their personal reactions and feelings when talking about the experience. Not only do participants learn about themselves, they also have an opportunity to become aware of the "other" player's point of view. Finally, role playing is a technique that allows for the level of complexity of real life.

TYPES OF ROLE PLAYING

Structured Role Playing

Here, the trainer selects both the situation and the roles to be enacted, and specifies the goals of the activity. This type of pre-planned role playing provides very well written and well planned materials that describe the roles and situations to be enacted and elicit responses from the observers. This type of role playing requires a great deal of time and effort from the staff during the planning stages to create a role play that is real to everyday life situations.

Spontaneous Role Playing

This approach relies on a problem situation arising from group discussion with advance planning by the trainer. In this instance, the enactment itself serves as the "briefing" to the group on the problem and situation.

Both structured and spontaneous role playing relate to learning through (a) doing, (b) imitation, (c) observation and feedback and (d) analysis. Role playing is a form of experiential learning.

HOW TO CONSTRUCT A ROLE PLAY

Pick a situation that is realistic to the participants, and consistent with the learning objectives.

- Define the problem or issue in the situation that the players will have to deal with.
- Determine the number of role players needed.
- Develop the specific roles for each person by answering these questions:
    - What is this person like?
    - What is important about his or her background?
    - How does the person feel about the other "people?"
    - How does the person feel about the situation?
    - What does the person think about the situation?

HOW TO SET UP A ROLE PLAY

From the trainer's point of view, the first role play is crucial. It is at this time that the group's attitudes to the technique will be determined and their future performance as role players will be determined. The role playing session should start with the trainer briefing all the participants. He/she should outline the situation that is to be the basis of the role playing and should give a concise description of the characters involved in the situation. This being done, the players then act out the situation, making up their lines as they go along. At the end of the scene, the players are debriefed and the rest of the group discuss what has taken place during the scene, the motivations of the people involved, and why the scene developed as it did.

In a role playing situation that is effectively handled, not only the role players, but the whole group becomes involved, and this involvement often carries over to the discussion thereby enriching and enlightening it.

If the trainer wishes to involve the whole group further, he/she may give members of the group definite tasks to carry out during the scene. For instance, one member of the group may be required to note the gestures and mannerisms of the players, another may be briefed to listen for significant remarks, and yet another may be asked to try to spot focal points of the drama.

It is also possible to use the role play in small groups, having several role plays occurring at the same time. This makes it harder to manage the process of the learning, but has more people directly involved.

Regardless of the number of role plays and types of participation, you start all role plays the same way:

- Describe the purpose for the role play.
- Describe the situation briefly and clearly, even if prepared written roles are used.
- Unless everyone is participating, select the role players. Take care in assigning roles (e.g., do not choose people who might overidentify with the problem, etc.).
- Brief the role players. Allow time to understand or read the roles. Tell role players to make up facts or information not covered in roles or that they forget but which seems necessary. Do not try to "stump" the players. Do not "overact."
- Assign tasks or structure what the group or the observers should look for.
- Set the scene. Label props (if used) and place role players to define the physical situation and mood. Help relieve tension/anxiety of players by smiling, making physical contact, and checking readiness.
- Don't allow the role play to go on too long.

Remember, most of the common problems in managing role plays can be avoided by a carefully prepared and delivered introduction.

HOW TO MONITOR THE ROLE PLAY

- Start the action. When several groups are involved all should start at the same time.
- Stay out of the line of vision of the role players. Quietly observe.
- Coach only if absolutely essential--if role player has difficulty getting started, breaks role, etc. (This does not apply when you are using a "stop action" role play procedure where you have explained beforehand that you will be interrupting the role play at various points to discuss or add information or switch roles.)
- Cut the role play. Try not to be abrupt. Don't continue too long; often the role play will arrive at a natural end point. Just a few minutes of interaction can provide data for a long discussion, so don't overload the audience.
- Thank the role players using their real names. This removes them from their roles and provides a bridge to the discussion to follow.

HOW TO PROCESS A ROLE PLAY

- Allow role players to comment before the audience. Between the players, allow the person who "had the responsibility for solving the problem or being in a difficult situation" to go first.

- Open discussion to audience and/or observers. Try to trace the way the situation and interaction developed; why the role players behaved as they did; how it might have gone differently to achieve a better outcome.

- Encourage audience/observers to describe their own feelings as certain events occurred, rather than only analyzing the behavior of the role players.

- Summarize major issues and tie these to role play purpose. (Do not evaluate the acting ability of the role players or get stuck in their interpretations of their roles. Rather, stay focused on what the role play contributes to understanding the situation.)

CASE STUDIES AND CRITICAL INCIDENTS

DESCRIPTION

Case studies and/or critical incidents are problem identification, problem solving activities.

Both the case study and the critical incident are descriptions of situations which are as close to reality as possible. The case study is usually complex and contains several sets of information from a variety of sources. The critical incident is very short and simple and provides a limited amount of background information. Either technique may or may not demand a decision or resolution at the end of the exercise. In both techniques the focus should be on thinking, talking, and deciding about alternative ways of solving the problem, and analyzing the factors which may have contributed to the situation.

WHEN IS IT A USEFUL TECHNIQUE?

Case studies and critical incidents are useful when the learning goal is to practice analyzing a complex set of factors in a specific situation or problem. It assists in developing participants' analytical and problem solving skills and provides the basis for discussion of alternative solutions to a central or common problem. These techniques also are useful in giving participants a chance to practice a method of tackling difficult problems before they are personally involved in a "real" situation that may be difficult, confusing, frightening or overwhelming.

HOW TO CONSTRUCT A CASE STUDY OR CRITICAL INCIDENT

A case study starts with the identification of what you want participants to learn. Then a situation, tasks, and time period are selected which will include all the aspects you want participants to consider. Examples of these might be a meeting, the handling of a complaint, or one day in the life of a Volunteer. Characters are developed through the writing of sample dialogues, letters and anything else that will give the appropriate setting and personal information.

The guidelines below will be helpful in developing a case study or critical incident. Remember, the critical incident may, in fact, be only a two or three sentence description of a problem situation so some of these guidelines may not be applicable.

- The case study is a description of a specific situation, as near to reality as possible (with names changed to protect the innocent).
- The focus is on experience, therefore an actual situation is designed where action/decisions can be made.

- The discussion centers on an actual, multi-faceted situation.
- Case studies emphasize the particular rather than the general as much as possible.
- The participants are to feel that they can recognize or relate to the experience the case study describes.
- Therefore the case study must be of general interest so the participants can "get into it."
- The reader/individual or the reader/group do the decision making. There are usually no observers or spectators in the group.
- The decision-making process itself can be dissected and analyzed as the group moves toward a solution.
- Ideally, the case study method when used well gets the participant in the habit of making decisions.
- If a time-frame is established, i.e., 60 minutes, 2 hours, etc., decision making includes use of time.
- Case studies are best when they come as close to reality as possible; therefore, they should reflect day-to-day decision making with opportunity for differences of opinion. Resolving those differences of opinion into consensus or majority-minority decision is part of the task.

HOW TO USE A CASE STUDY

After the participants have read the materials and made their analyses, the trainer leads a group discussion to draw out the learnings. Sometimes it is useful to have small groups discuss the materials initially and report to the large group as a means of beginning the large group discussion.

LECTURES AND LECTURETTES

DESCRIPTION

1. Prepared, structured (i.e., organized in logical sequence) presentation of cognitive information for the purpose of having others understand or accept instructor's message.

2. Most lectures are to inform or instruct the listener, and to pass on a body of cognitive knowledge.

CRITERIA FOR USING LECTURE METHOD

1. The more instructor knows of the subject and the less the group knows, the more the lecture should be considered.

2. Size of learning group -- the larger the group, the better the lecture method is likely to serve the needs.

3. Time factor -- A lecture can deal with more facts, principles, and concepts in a shorter time than it would take to teach the same material by other methods.

4. Availability of reading and teaching materials.

5. Nature of information to be conveyed.

ADVANTAGES

1. More direct.
2. Clearer.
3. More controlled by instructor.
4. Conserves time.

DISADVANTAGES

1. May be dull.
2. Lacks group participation.
3. Requires careful preparation.
4. Requires speaking ability.

COMPONENTS OF A GOOD LECTURE

1. Must motivate group interest.
2. Must be well organized and clear.
3. Must be well developed.
4. Must be well presented.

FIVE MAJOR STEPS IN PREPARING A LECTURE

1. Analyze the learning group.
2. Determine the exact purpose to be accomplished.
3. Determine the main points, and do necessary research.
4. Organize the points and materials.
5. Develop and support the points.

LECTURETTE OR MINI-LECTURE

"Talking to" sessions should never exceed 10 or 15 minutes without interspersing other activities in between.

SUPPLEMENT 2: READINGS

- "The Effective Trainer"
- "Adults as Learners"
- "Experiential Learning" (and "Putting Together a Training Design Using Experiential Methodology")
- "From: Freedom to Learn" (by Carl Rogers)
- "Discussion Group Leadership"
- "What to Observe in a Group"
- "Co-Training"

THE EFFECTIVE TRAINER

The following are some suggested general characteristics of effective trainers. For a person considering taking the trainer role, this list of characteristics can be treated as guideposts for planning. The more intensive or formal the program is, the more importance these guidelines assume. They are listed in approximate order of priority.

1. Openness to change. Because the trainer role is not simple, and requires "sensitive use of the self," the prospective trainer must be willing to look at him/herself, question things he/she does and has always taken for granted. The person whose views of him/herself are unchangeable will have considerable difficulty in working as a trainer.

2. Reasonable "comfortableness." To do a good job as a trainer, one must be secure enough to try out new things. Training, like teaching, or any form of human interaction, inevitably gets one off base, and into puzzling situations for which there are no ready-made answers. An effective trainer needs to be comfortable with him/herself as a person, be comfortable with others, and be reasonably able to cope with new situations.

3. Desire to help. The effective trainer needs to have genuine motivation for helping people learn. The person who tries out the trainer role only because it is "interesting," or because the role was assigned by a supervisor, is unlikely to get very far before things freeze up or the group becomes apathetic. A thoughtful self-appraisal of one's reasons for wishing to try out the trainer role is strongly suggested.

4. Being seen as helpful. The trainer must be seen by the members of the training group as being potentially (and actually) able to help them learn. This seems obvious, but is easily overlooked. Without acceptance of one's role by group members, little learning is possible.

Most persons markedly lacking in the other characteristics listed here will also tend to be seen by potential members of the training group as being unable to provide assistance. Summed up: "Do people in the group think I am competent to help?"

5. Role flexibility. It helps if the trainer is a person who can do different kinds of things in group situations without too much difficulty. He/she need not be a super-member or an unusually skilled individual, but he/she ought to be able to handle him/herself with a minimum of strain in group situations.

6. Sensitivity to groups. A good trainer notices things in group situations. He/she picks up what is going on, can see objectively and accurately what is happening. If he/she has not learned this sensitivity, it will be difficult to help members develop it.

7. Understanding of the training process. A good trainer has a reasonably clear picture of how people can learn in an inductive, experience-based way.

8. *Formal and practical knowledge about groups*. It helps if the trainer knows something about group dynamics, and is comfortable with concepts in this area. Background experience with different kinds of groups is also useful.

9. *Methodological knowledge*. For effectiveness, the trainer needs to be familiar with the teaching method being used.

Again, these are open-ended criteria. Even an accomplished trainer could show improvement. The person who is experimenting with the trainer role for the first time can use these criteria as guideposts to evaluate and improve his/her performance as he/she proceeds. Three qualities an effective trainer will strive for are:

- *Genuineness*: An effective trainer is nonphony, nondefensive and authentic in his/her encounters with learners and colleagues.
- *Warmth*: An effective trainer is able to provide a non-threatening and trusting atmosphere through his/her own acceptance, respect for and valuing of others.
- *Understanding*: An effective trainer is able to understand, "be with," "grasp the meaning of," or have a high degree of empathy with the learners.

Adapted from staff training material used by Peace Corps Latin America Region, Washington, D.C., 1977. Original source of some material, *Learning to Work in Groups* by Matthew B. Miles, Columbia, 1959.

ADULTS AS LEARNERS

Institutions and agencies involved in the education and training of adults can enhance the effectiveness of their programs by making use of the growing body of research and theory on adult learning.

While several writers have defined characteristics of adult learners, the best known work in this area has been done by Malcolm Knowles (1980). He has proposed the adoption of the term andragogy, the "art and science of helping adults learn." Central to a theory of andragogy are four assumptions about adult learners. Each of these assumptions has important implications for the training of adults.

A. Adults feel and act autonomously; they want to be seen by others as independent and self-directing. Adults will thus resist situations where they are made to feel inadequate or dependent. Adults can help diagnose their own learning needs, plan and implement activities to respond to those needs, ideally through a process of assessing the gaps that remain between the competencies they have and competencies they want.

B. The amount and variety of accumulated life experiences is a second characteristic. An adult's experience can become a learning reservoir for others; adults can and do instruct each other out of their own experiences all the time. Past experiences offer a basis upon which new learning can be built.

C. In addition to independence and experience, adult learners can be differentiated by their orientation to learning. Adults learn in order to immediately apply the knowledge to some aspect of their lives. Adult learning is problem-centered rather than subject-centered.

D. Closely aligned with the adult's orientation to learning is the fourth assumption underlying andragogy--the readiness to learn. Learning is most effective when a person is ready to learn.

EXPERIENTIAL LEARNING

Experiential learning is based on the premise that people learn more effectively by "doing" rather than "seeing" or "hearing." Experiential learning, therefore, uses techniques that actively involve the learner in structured experiences that help him/her to acquire new knowledge and skills. Unlike more traditional types of classroom education where the teacher is the focal point, experiential learning focuses more on the learner's experiences. Instead of having the learner see a demonstration or hear a lecture and then leave the learning situation, structured experiences are used to involve the person more in his/her own learning to make it more relevant. This is done by seeing that the learner experiences various phases. For instance, typical phases are:

1. Information is presented or a situation is experienced.
2. Learners discuss what they have learned or gained.
3. A forum is provided for learners to judge how they can/will use this information when they leave the learning situation.
4. Practice may (if time allows) be given to provide learners with the opportunity to try out new skills before leaving learning situation.

The types of techniques that may be used to facilitate the above steps are lecturettes, role plays, case studies, panels, simulations, skits, small group discussions and problem solving, to name a few. There is always a processing stage where learners are encouraged to reflect upon, analyze, evaluate and discuss their learnings and applicability of these learnings to their real situations.

Some of the activities that are used in experiential learning allow the learner to:

- experience situations similar or analogous to those which might be encountered in the situations where the learnings will be applied (work, school, community);
- identify and analyze problems;
- explore alternative solutions to these problems and the probable consequences;
- examine real feelings and reactions in the various problems and situations presented;
- examine personal values, beliefs, attitudes, assumptions and expectations and the problems these might be creating;
- generalize from the training/learning experience to the job, school or community;

- identify the kinds of information needed to solve new problems or skills needed to be effective;
- identify and learn to make use of available resources to meet needs.

These examples demonstrate that experiential learning provides the opportunity for the learner to acquire new skills and practice these skills in a laboratory, a safe environment, before trying them out in the "real world."

The method assumes that the learner is able to accept the major responsibility for his/her own learning, and will, if given the opportunity, establish personal learning goals. It promotes "learning how to learn" from experience. It is what we do all our lives outside the classroom.

Because many people are much more familiar and comfortable with the traditional modes of memorizing from lectures and reading assignments, completing assignments and taking tests assigned by the instructor, experiential learning may be awkward at first. It requires more effort, more participation, more investment and more responsibility. It also produces more relevant learning that people often retain and use more than didactic methods allow.

In the experiential approach, the trainer serves primarily as a facilitator, catalyst or resource. He/she has the responsibility to structure the training to follow the appropriate sequence and process to help learners analyze what has happened and to draw conclusions. The responsibility for the learning, however, is with the learners themselves.

Some of the other differences between experiential learning and traditional didactic learning are:

Traditional	Experiential
1. Teacher decides on objectives. They may be more implicit than explicit and may or may not be communicated to the learners.	1. Trainer and learner decide on objectives, using provisional objectives established by trainer as base.
2. Teacher conducts demonstration or lecture. Learners observe.	2. Learners identify and make use of available resources (including other learners) to obtain information they need to solve problems.
3. Trainer assigns practical exercises or problems. Learners complete the assignment.	3. Learners explore alternative solutions to problems.

Traditional	**Experiential**
4. Teacher prepares test for knowledge and understanding. Learners take the test.	4. Trainers and learners examine possible consequences and evaluate relative effectiveness of various solutions.
5. Teacher evaluates learner's performance.	5. Learners reflect on, evaluate and conceptualize the total experience.

In summary, the experiential approach makes primary use of inductive discovery and critical thinking modes of learning rather than the classical modes of presenting rules or principles, giving examples or illustrations, assigning one-right-answer-type exercises or problems, and testing for retention, the modes typical of the traditional system.

PUTTING TOGETHER A TRAINING DESIGN USING EXPERIENTIAL METHODOLOGY

In order to design a training session that utilizes experiential learning methodologies, a trainer must have a good understanding of what is meant by "experiential learning" and the principles of adult learning. Designing a good session involves careful planning of the experience, thought about the processing of the experience, and completion of the learning cycle with generalizations and opportunities to apply new learnings.

The first step in putting together a session requires identifying a clear objective for the session: What do you hope to accomplish with the session? At the end of the session what will the participants be able to do, know or feel that they couldn't at the beginning? [These objectives are known as Behavioral Objectives.]

Once you have identified what the objective is, you can begin to select the appropriate learning activity. A learning activity is any structured event used during the session to provide participants with information or experiences, i.e., lectures, films, case studies, hands-on practical work, simulations, role plays. The type of activity chosen for a session will depend on the type of learning desired. There are three types of learning: 1) knowledge acquisition, 2) skills development and 3) attitudinal change. If the objective is for participants to learn facts, then the activity might provide them with specific written or oral information. However, if participants are to learn a skill, the activity should provide an opportunity for them to practice the new skill. Most Peace Corps training attempts to address all three types of learning.

After choosing the activity, the next component of the training design is a processing phase. This is the time for probing questions and careful facilitation by you, the trainer. Participants need to share the feelings and ideas generated by the previous activity. This is often done in small groups, or large group discussions.

Once participants have had the opportunity to discuss or reflect on (i.e., process) the activity, the trainer then helps them to draw tentative conclusions, or make some generalizations about similar experiences or activities. The training design should allow groups to report out on their discussions, or to summarize the groups' ideas. The trainer can then identify major themes or learnings evident in the groups' work.

The experiential learning cycle is completed when the training design provides participants with an opportunity to apply the new learning(s) to a similar situation. If direct application is not possible, then the design should include some strategizing or planning for similar situations. Participants should be able to project or describe how they would handle future situations similar to those discussed.

It is important to remember that the cycle continues after participants leave the training situation. The process of learning experientially is one that is common to all adults and children. The trainer should encourage participants to continue to consciously use the experiential learning cycle as they gather new knowledge and/or refine skills.

Adapted from staff training material from Peace Corps Latin America Region, 1977.

FROM: FREEDOM TO LEARN

by Carl Rogers

Though it may be considered unseemly for me to say so, I like this chapter very much because it expresses some of the deepest convictions I hold regarding those who work in the educational field. The essence of it was first presented as a lecture at Harvard University, but that essence has been revised and enlarged for this book.

I wish to begin this chapter with a statement which may seem surprising to some and perhaps offensive to others. It is simply this: Teaching, in my estimation, is a vastly overrated function.

Having made such a statement, I scurry to the dictionary to see if I really mean what I say. Teaching means "to instruct." Personally I am not much interested in instructing another in what he should know or think. "To impart knowledge or skill...." My reaction is, why not be more efficient, using a book or programmed learning? "To make to know." Here my hackles rise. I have no wish to make anyone know something. "To show, guide, direct." As I see it, too many people have been shown, guided, directed. So I come to the conclusion that I do mean what I said. Teaching is, for me, a relatively unimportant and vastly overvalued activity.

But there is more in my attitude than this. I have a negative reaction to teaching. Why? I think it is because it raises all the wrong questions. As soon as we focus on teaching, the questions arise: What shall we teach? What, from our superior vantage point, does the other person need to know? I wonder if, in this modern world, we are justified in the presumption that we are wise about the future and the young are foolish. Are we really sure as to what they should know? Then there is the ridiculous question of coverage. What shall the course cover? This notion of coverage is based on the assumption that what is taught is what is learned; what is presented is what is assimilated. I know of no assumption so obviously untrue. One does not need research to provide evidence that this is false. One needs only to talk with a few students.

But I ask myself, "Am I so prejudiced against teaching that I find no situation in which it is worthwhile?" I immediately think of my experiences in Australia, not so long ago. I became much interested in the aborigine. Here is a group which for more than 20,000 years has managed to live and exist in a desolate environment in which modern man would perish within a few days. The secret of the aborigine's survival has been teaching. He has passed on to the young every shred of knowledge about how to find water, about how to track game, about how to kill a kangaroo, about how to find his way through the trackless desert. Such knowledge is conveyed to the young as being the way to behave, and any innovation is frowned upon. It is clear that teaching has provided him the way to survive in a hostile and relatively unchanging environment.

Now I am closer to the nub of the question which excites me. Teaching and the imparting of knowledge make sense in an unchanging environment. This is why it has been an unquestioned function for centuries. But if there is one truth about modern man, it is that he lives in an environment which is continually changing. The one thing I can be sure of is that the physics which is taught to the present-day student will be outdated in a decade. The teaching in psychology will certainly be out of date in 20 years. The so-called "facts of history" depend very largely upon the current mood and temper of the culture. Chemistry, biology, genetics, sociology are in such flux that a firm statement made today will almost certainly be modified by the time the student gets around to using the knowledge.

We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who has learned to adapt to change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes sense as a goal for education in the modern world.

So now with some relief, I turn to an activity, a purpose which really warms me--the facilitation of learning. When I have been able to transform a group--and here I mean all of the members of a group, myself included--into a community of learners, then the excitement has been almost beyond belief. To free curiosity; to permit individuals to go charging off in new directions dictated by their own interests; to unleash the sense of inquiry; to open everything to questioning and exploration; to recognize that everything is in process of change--here is an experience I can never forget. I cannot always achieve it in groups with which I am associated but when it is partially or largely achieved then it becomes a never-to-be-forgotten group experience. Out of such a context arise true students, real learners, creative scientists and scholars and practitioners, the kind of individuals who live in a delicate but ever changing balance between what is presently known and the flowing, moving, altering problems and facts of the future.

Here then is a goal to which I can give myself wholeheartedly. I see the facilitation of learning as the aim of education, the way in which we might develop the learning man, the way in which we can learn to live as individuals in process. I see the facilitation of learning as the function which may hold constructive, tentative and changing process answers to some of the deepest perplexities which beset man today.

But do we know how to achieve this new goal in education, or is it a will-o'-the-wisp which sometimes occurs, sometimes fails to occur, and thus offers little real hope? My answer is that we possess a very considerable knowledge of the conditions which encourage self-initiated, significant, experiential, "gut-level" learning by the whole person. We do not frequently see these conditions put into effect because they mean a real revolution in our approach to education and revolutions are not for the timid. But we do, as we have seen in the preceding chapters, find examples of this revolution in action.

We know--and I will briefly describe some of the evidence--that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audiovisual aids, not upon the programmed learning he utilizes, not upon his lectures and presentations, not upon an abundance of books, though each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner.

We came upon such findings first in the field of psychotherapy, but increasingly there is evidence which shows that these findings apply in the classroom as well. We find it easier to think that the intensive relationship between therapist and client might possess these qualities, but we are also finding that they may exist in the countless interpersonal interactions (as many as 1,000 per day, as Jackson [1966] has shown) between the teacher and her pupils.

QUALITIES WHICH FACILITATE LEARNING

What are these qualities, these attitudes, which facilitate learning? Let me describe them very briefly, drawing illustrations from the teaching field.

Realness in the Facilitator of Learning

Perhaps the most basic of these essential attitudes is realness or genuineness. When the facilitator is a real person, being what he is, entering into a relationship with the learner without presenting a front or facade, he is much more likely to be effective. This means that the feelings which he is experiencing are available to him, available to his awareness, that he is able to live these feelings, be them, and able to communicate them if appropriate. It means that he comes into a direct personal encounter with the learner, meeting him on a person-to-person basis. It means that he is being himself, not denying himself.

Seen from this point of view, it is suggested that the teacher can be a real person in his relationship with his students. He can be enthusiastic, he can be bored, he can be interested in students, he can be angry, he can be sensitive and sympathetic. Because he accepts these feelings as his own he has no need to impose them on his students. He can like or dislike a student product without implying that it is objectively good or bad or that the student is good or bad. He is simply expressing a feeling for the product, a feeling which exists within himself. Thus, he is a person to his students, not a faceless embodiment of a curricular requirement nor a sterile tube through which knowledge is passed from one generation to the next.

It is obvious that this attitudinal set, found to be effective in psychotherapy, is sharply in contrast with the tendency of most teachers to show themselves to their pupils simply as roles. It is quite customary for teachers rather consciously to put on the mask, the role, the facade, of being a teacher, and to wear this facade all day, removing it only when they have left the school at night.

I trust I am making it clear that to be real is not always easy, nor is it achieved all at once, but it is basic to the person who wants to become that revolutionary individual, a facilitator of learning.

Prizing, Acceptance, Trust

There is another attitude which stands out in those who are successful in facilitating learning. I have observed this attitude. I have experienced it. Yet, it is hard to know what term to put to it so I shall use several. I think of it as prizing the learner, prizing his feelings, his opinions, his person. It is caring for the learner, but a nonpossessive caring. It is an acceptance of this other individual as a separate person, having worth in his own right. It is a basic trust--a belief that this other person is somehow fundamentally trustworthy. Whether we call it prizing, acceptance, trust, or by some other term, it shows up in a variety of observable ways. The facilitator who has a considerable degree of this attitude can be fully acceptant of the fear and hesitation of the student as he approaches a new problem as well as acceptant of the pupil's satisfaction in achievement. Such a teacher can accept the student's occasional apathy, his erratic desires to explore by-roads of knowledge, as well as his disciplined efforts to achieve major goals. He can accept personal feelings which both disturb and promote learning--rivalry with a sibling, hatred of authority, concern about personal adequacy. What we are describing is a prizing of the learner as an imperfect human being with many feelings, many potentialities. The facilitator's prizing or acceptance of the learner is an operational expression of his essential confidence and trust in the capacity of the human organism.

A further element which establishes a climate for self-initiated, experiential learning is empathetic understanding. When the teacher has the ability to understand the student's reactions from the inside, has a sensitive awareness of the way the process of education and learning seems to the student, then again the likelihood of significant learning is increased.

This kind of understanding is sharply different from the usual evaluative understanding, which follows the patterns of, "I understand what is wrong with you." When there is a sensitive empathy, however, the reaction in the learner follows something of this pattern: "At least someone understands how it feels and seems to be me without wanting to analyze me or judge me. Now I can blossom and grow and learn."

This attitude of standing in the other's shoes, in viewing the world through the student's eyes, is almost unheard of in the classroom. One could listen to thousands of ordinary classroom interactions without coming across one instance of clearly communicated, sensitively accurate, empathetic understanding. But it has a tremendously releasing effect when it occurs.

If any one teacher set himself the task of endeavoring to make one nonevaluative, acceptant, empathic response per day to a student's demonstrated or verbalized feeling, I believe he would discover the potency of this currently almost nonexistent kind of understanding.

Source - From the Field, World Education, Inc., New York.

This is a revised version of a presentation first published in Humanizing Education, ed. R. Leeper, ASCD, NEA, 1967. Copyright by the Association for Supervision and Curriculum Development, NEA. Freedom to Learn, Carl Rogers. Charles Merrill Co., 1969, pp. 103-112.

DISCUSSION GROUP LEADERSHIP

The best discussions take place when everyone in the group assumes responsibility for group maintenance (that is, helping the group move toward the goal for its discussion activity).

What are some of the characteristics of effective discussion leadership? What are some of the things you should do and be alert to if you are to fulfill your responsibility to the group, whether or not you are designated the leader?

1. The smaller the group the more the interaction. Groups over 10 create barriers to full participation. Some people talk whether the group is large or small. Others will get involved only in a smaller group. The tasks of group maintenance and leadership are more difficult as the group gets larger.

2. Be sure everyone is comfortable and can look eye-to-eye at everyone else in the group. Naturally, that usually means a circle. Whether on chairs or on the floor, communication can be facilitated by proximity.

3. Ask questions and listen. That's harder than it sounds. The first impulse is to offer your own opinions, especially if you have more experience or expertise on the subject at hand. However, that can stifle expression by others.

4. Make sure everyone is involved. This can usually be done by being alert to the silent members and drawing them in. Sometimes it may be necessary to ask someone to give others a chance or suggest a rule that no one can speak twice until everyone else has spoken once (or until two others have spoken, or only to ask a question or some similar device to encourage full participation).

5. Keep the discussion on track. This can often be done through questions or playback summaries, e.g., "What I've been hearing in this discussion is.... Is that how it sounds to you?"

6. Avoid sarcasm. This is the temptation of the clever and witty, but it can kill discussion or at least "knock out" the victim. Save it for your closest friends or enemies.

7. Encourage humor. Don't take yourself too seriously; pompousness and formality smother discussion. "Up-tight" people can sit for lectures, but they have to loosen up for a successful discussion. Relax and enjoy.

8. Remember the problem-solving paradigm. Many discussion subjects (not all) can best be approached this way--clarify the problem, suggest alternatives, identify criteria for discussion, and test the alternatives against the criteria.

9. Set _time limits_. Practice has shown that small groups tend to use whatever time is available, but move more quickly toward the goal if time is a factor.

10. Learn to observe _process_. _How_ a discussion proceeds and _how_ the group members interact may be more important than _what_ is said. Discussion is more _relating_ than _debating_.

Adapted from staff training materials used by Peace Corps Latin America Region, Washington, D.C.

WHAT TO OBSERVE IN A GROUP

All of us have spent our lives in groups of various sorts--the family, gang, team, work group, etc., but rarely have we taken the time to stop and observe what was going on in the group or why the members were behaving the way they were. One of our main goals here is to become better observers and better participants.

But what do we look for? What is there to see in a group?

CONTENT VS. PROCESS

When we observe what the group is talking about, we are focusing on the content. When we try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group process.

Most topics about the back-home situation emphasize the content--"what is good leadership," "how can I motivate my subordinate," "how can we make meetings more effective,"--and concern issues which are "there and then" in the sense of being abstract, future or past oriented and not involving us directly. In focusing on group process, we are looking at what our group is doing in the "here and now," how it is working in the sense of its present procedures and organization.

In fact, the content of the conversation is often the best clue as to what process issue may be on people's minds, when they find it difficult to confront the issue directly. For example:

CONTENT	PROCESS
● Talking about problems of authority back home may mean...	that there is a leadership struggle going on in the group.
● Talking about how bad group meetings usually are at the office may mean...	that members are dissatisfied with the performance of their own group.

At a simpler level, looking at process really means focusing on what is going on in the group and trying to understand it in terms of other things that have gone on.

COMMUNICATION

One of the easiest aspects of group process to observe is the pattern of communication:

- Who talks? For how long? How often?
- Who do people look at when they talk?
    a. Single others, possibly potential supporters
    b. Scanning the group
    c. No one
- Who talks after whom, or who interrupts whom?
- What style of communication is used (assertions, questions, tone of voice, gestures, etc.)?

The kinds of observations we make give us clues to other important things which may be going on in the group such as who leads whom, or who influences whom.

TASK--MAINTENANCE--SELF-ORIENTED BEHAVIOR

Behavior in the group can be viewed from the point of view of what its purpose or function seems to be. When a member says something, is he/she primarily trying to get the group task accomplished (task), or is he/she trying to improve or patch up some relationships among members (maintenance), or is he/she primarily meeting some personal need or goal without regard to the group's problems (self-oriented)?

As the group grows and member needs become integrated with group goals, there will be less self-oriented behavior and more task or maintenance behavior. What kinds of categories can be identified?

Some types of behaviors participants will exhibit relevant to the group's fulfillment of its task are:

1. Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.
2. Seeking information or opinions: Requesting facts; seeking relevant information about group concern; asking for expression of feeling; requesting a statement or estimate; soliciting expressions of value; seeking suggestions and ideas.
3. Giving information or opinion: Offering facts; providing relevant information about group concern; stating a belief about a matter before the group; giving suggestions and ideas.
4. Clarifying and elaborating: Interpreting ideas or suggestions; clearing up confusion; defining terms; indicating alternatives and issues before the group.
5. Summarizing: Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject.

6. **Consensus testing**: Asking to see if group is nearing a decision; sending up trial balloon to test a possible conclusion.

Some types of participant behavior which permit maximum use of member resources and are relevant to the group remaining in good working order, maintaining good relationships and a good climate for task work (i.e., group maintenance) are:

1. **Harmonizing**: Attempting to reconcile disagreements; reducing tension; getting people to explore differences....

2. **Gate keeping**: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.

3. **Encouraging**: Being friendly, warm, and responsive to others; indicating by facial expression or remark the acceptance of others' contributions....

4. **Compromising**: When own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth....

5. **Standard setting and testing**: Testing whether group is satisfied with its procedures or suggesting procedures; pointing out explicit or implicit norms which have been set to make them available for testing....

Every group needs both kinds of behavior and needs to work out an adequate balance of task and maintenance activities.

EMOTIONAL ISSUES: CAUSES OF SELF-ORIENTED EMOTIONAL BEHAVIOR

The processes described so far deal with the group's attempts to work, to solve problems of task and maintenance; but there are many forces active in groups which disturb work, which represent a kind of emotional under-world or under-current in the stream of group life. These underlying emotional issues produce a variety of emotional behaviors which interfere with, or are destructive of, effective group functioning. They cannot be ignored or wished away; rather, they must be recognized. Their causes must be understood and as the group develops, conditions must be created which permit these same emotional energies to be channeled in the direction of group effort.

What are these basic causes?

1. The problem of identity: Who am I in this group? Where do I fit in? What kind of behavior is acceptable here?

2. The problem of goals and needs: What do I want from the group? Can the group goals be made consistent with my goals? What have I to offer to the group?

3. The problem of power, control and influence: Who will control what we do? How much power and influence do I have?

4. The problem of intimacy: How close will we get to each other? How personal? How much can we trust each other and how can we achieve a greater level of trust?

What kinds of behaviors are produced in response to these problems:

- Dependency-counterdependency: Leaning on or resisting anyone in the group who represents authority, especially the trainer.
- Fighting and controlling: Asserting personal dominance, attempting to get own way regardless of others.
- Withdrawing: Trying to remove the sources of uncomfortable feelings by psychologically leaving the group.
- Pairing up: Seeking out one or two supporters and forming a kind of emotional sub-group in which the members protect and support each other.

These are not the only kinds of things which can be observed in a group. What is important to observe will vary with what the group is doing, the needs and purposes of the observer and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness within them.

Adapted from staff training materials used by Peace Corps Latin America Region, Washington, D.C.

CO-TRAINING

Co-training (or co-facilitation) immeasurably adds to the effectiveness of training programs and workshops. In fact, if a program is based on principles of adult education (e.g., active learning, highly participative knowledge and experience shared among all, etc.) and utilizes experiential training methodology, co-training is almost a must. In this paper, co-training will be defined, and its advantages and disadvantages pointed out.

CO-TRAINING--WHAT IS IT?

Co-training is when two (could be more, but not usually) trainers work together to design and conduct a training session; however, it is much more involved than taking turns. It is two trainers who are merging their skills, expertise and experience to design, plan, and jointly conduct a training session.

The two trainers work collaboratively to design the training session, combining the thoughts of both to determine what they want the session to accomplish and what would be the best method to use. Once the design is prepared, the trainers then plan who takes the lead for delivering which parts of the session. One trainer takes lead responsibility for conducting a part of the session and the other serves as the co-trainer. Co-training does not imply any particular status or skill level difference between the two trainers. There may be skill level differences and that ought to be considered in determining which trainer does what; however, co-facilitation is not meant to set up a senior/junior trainer scheme.

Taking lead responsibility means that one trainer has responsibility for:

- initiating all or most steps of the training session;
- assigning a role where appropriate to the other trainer;
- making certain that the training room is in order before the session;
- organizing hand-outs and other training materials and aids; and
- monitoring time against the design, and so forth.

This does not mean that the co-trainer does not do any of these or does not help; it simply means that one trainer takes lead responsibility for seeing that those responsibilities are carried out by the team. Typically, lead responsibility would shift from trainer to trainer during the course of a session. It is good to establish, with the group, the co-equal status of the two trainers.

While one trainer carries lead responsibility, the co-trainer supports the lead trainer in many of the following ways:

- assists the lead trainer with responsibilities delineated above and, during the session, the co-trainer:
- observes the process closely to gauge how well the learning goals are being met;
- adds relevant points to augment discussion;
- steps in to clarify points;
- monitors small group tasks and assists where appropriate with the groups;
- helps respond to participant needs or requests;
- asks probing questions that the lead trainer might overlook because he/she is managing the whole session;
- helps the lead trainer become "unstuck"; and
- helps to allow a participant to enter the discussions, etc.

Many of these trainer interventions that are pointed out as co-trainer tasks can be and are done by the lead trainer also--however, leading a training session where one is concentrating on many different things at once while in front of the group means that one occasionally misses an opportune point or a probing question that might yield fertile results, or overlook a shy participant who has been trying to enter the discussion for a few minutes and needs a nudge from the trainer. A co-trainer is in a perfect position to make these interventions because he or she is looking at the session from a different vantage point and is freed from the lead trainer responsibility.

When two trainers work well together, the interchange of roles, as well as the timing and pacing of their interventions, happens in such a way that it is fluid and almost unnoticed by participants.

ADVANTAGES OF CO-TRAINING/CO-FACILITATION:

This two member training effort has many advantages in addition to those implied in the description of co-training above. Co-training or co-facilitation:

- Increases the ratio of trainer to trainee, which is imperative in experiential training. Unlike more traditional training, the format relies on trainers facilitating and working closely with individuals and small groups to manage the learning;
- Encourages the sharing of work, and reduces burn-out and fatigue;
- Provides variety for participants since it is easier to get bored working with only one trainer;

- Provides a quicker way to improve a training session in that both trainers are analyzing, evaluating and thinking of ways to do it better next time;
- Allows trainers to debrief sessions together and even let off steam caused by design problems or troublesome participants; and in general
- Provides a team approach to training.

DISADVANTAGES

Some potential disadvantages of co-training are:

- It generally takes more time to plan and debrief sessions with two trainers than it does with one.
- It can cause confusion if the trainers have significantly different perspectives on the subject at hand, especially if the trainers do not acknowledge their differences.
- The trainers may have different rhythms around pacing and timing of interventions, and this can cause tension on the training team as well as a "jerkiness" during training sessions.
- Co-training can result in too many trainer interventions, wherein the two trainers find themselves competing for upfront time or adding points to each other's interventions in too many instances.
- Co-trainers may have similar strengths and weaknesses which means they may both wish to do or avoid doing certain training tasks and they may both miss the same thing during a training session.
- The pressure to use staff meeting time to move ahead with the design and make design alterations in order to reach the session goals may make it difficult for the trainers to give each other feedback and maintain a high quality working relationship.

Most of the above disadvantages are indicative of a team that is not working well together. Many of these disadvantages can be remedied if the trainers take time to define their working relationship around important training points; and if they allot time to maintaining the relationships. Of course, it is true that some trainers simply should not work together.

SESSION 1: WELCOME AND OVERVIEW

SESSION 1: WELCOME AND OVERVIEW

RATIONALE:

The beginning session is critical to establishing the climate for the workshop and ensuring that everyone understands the intended outcomes of the program; the methods of training; and the ground rules for the conduct of the workshop.

This session provides an opportunity for people to get acquainted or reacquainted. If participants have met before or are quite familiar with one another, it is important for them to re-introduce themselves in some way that is relevant to the workshop and begin a shared experience.

It is also important for the facilitator to establish credibility and a rapport with participants at this time, whether the facilitator is a Peace Corps staff person or a contracted trainer.

TOTAL TIME: 2 - 3 hr.

GOALS:

- To provide an overview of the workshop goals, activities, and processes.
- To share expectations and establish norms concerning attendance, participation and conduct during the workshop.
- To provide an opportunity for participants and facilitators to become better acquainted.

TRAINER PREPARATION:

1. Review the COS Workshop schedule with the Peace Corps staff, if necessary, to identify any possible/needed changes and clarify any need for their participation during the workshop. Also determine whether COS materials, i.e., forms, CRM, SISA, and SVRM, were sent in advance to participants. (If not, gather these resources!)
2. Brief co-trainers on expected outcomes of the session and their roles, if any, during the session.
3. Prepare schedule (individual handouts and/or a single large one) and flipcharts.

MATERIALS NEEDED:

Flipcharts, Marker Pens, (Masking) Tape, Pencils/Pens

Handouts:

- COS Workshop Participant's Handbook
- Schedules

COS Materials:

- Career Resource Manual (CRM)
- Senior Volunteer Resource Manual (SVRM)
- Skills & Interests Self-Assessment (SISA)

PREPARED FLIPCHARTS:

- Goals of the Morning Session (Welcome and Overview)
- Goals of COS Workshop
- Schedule for Workshop
- Instructions for Icebreaker

PROCEDURES:

notes:

WELCOME AND GETTING ACQUAINTED

1.A Introduce yourself and welcome participants to the workshop. If an "arrival get-together" occurred the previous evening, make comments about what you observed and enjoyed. For example, you may have seen friends embrace and take time to "catch up"; people who were tired; a group of people talk about their future plans, or you may have felt that there was excitement in the air.

introductions,
welcome
10 - 20 min.

B Introduce/thank/recognize any persons responsible for the workshop (sponsors, etc.) and provide an opportunity for them to welcome participants.

C You may want to see if there are any pressing housekeeping details or administrative matters that need to be addressed. Note: the exercise on "Working Together" also provides an opportunity to discuss these details.

OVERVIEW OF WORKSHOP

2.A Acknowledge and confirm that participants should have received a package of various COS resource materials:

purpose,
goals
10 min.

Career Resource Manual;

Skills & Interests Self-Assessment;

Senior Volunteer Resource Manual (for those aged 50+ years);

Various COS forms and instructions for administrative and medical clearances; and

Letter about the COS Workshop, describing its goals, outcomes and benefits.

In this description of the COS Workshop the following points may be covered:

notes:

PROCEDURES:

- The COS Workshop is an opportunity to review your Peace Corps service and provide recommendations to country staff on program support, training and administrative support; identify the skills you've gained and/or refined during this experience; address immediate needs for a smooth close of service and clarify questions regarding procedures and responsibilities to be fulfilled before your departure.
- The Workshop is a transition phase much like the "staging event" you attended before coming to country. During the Workshop you will discuss your expectations, concerns and plans for the future, and explore ways to best present and/or utilize your skills for those future endeavors: (i.e., going back to school, beginning or changing a career, finding other volunteer opportunities, planning your retirement, etc.). You will have an opportunity to articulate your experiences, to describe your accomplishments and the lessons learned. You will also explore ways in which you might help to "educate" your family, friends and communities about development work, your life here, and about the people of [country name].

2.B Explain the goals of this session using a prepared flipchart:

GOALS OF THE SESSION

- To review the Workshop's goals, activities and processes;
- To share expectations about the scope of the Workshop, and establish norms about participation; and
- To provide an opportunity for us to become better acquainted (or re-acquainted).

PROCEDURES:

notes:

2.C Review the Workshop Goals.

SAMPLE FLIPCHART

COS WORKSHOP GOALS

The goal of the Workshop is to provide you with the opportunity to:

- Review your Peace Corps service and your role in the development of [country name].
- Assess the meaning of your experience in relation to future goals.
- Establish a sense of closure to your experience and give feedback regarding your program, administrative support, and training to the Peace Corps staff.
- Increase your awareness of issues and concerns regarding re-entry into the United States, and develop strategies for dealing with them.
- Explore and develop strategies for transferring new/refined personal and professional skills to possible "back home" situations.
- Help each other explore ways to fulfill the third goal of Peace Corps, i.e., promoting a better understanding of other people on the part of the American people.

EXPECTATIONS

3.A Have individual participants make a list of 5-8 things they expect to accomplish, want to have happen, or to find out during the workshop. 5 min.

notes:

PROCEDURES:

20 min.

3.B Then have participants form small groups (4 - 6 in each) and discuss their expectations. Groups should list common expectations and identify those which they feel may NOT be accomplished during the workshop. Group results may be listed on newsprint.

expectations,
clarification,
matching
20 - 30 min.
(depending on
size of group)

C Small groups reconvene to share results in the large group. With participants' assistance, the facilitator should identify any themes and/or similarities in their expectations. Those expectations which participants felt might NOT be met during the Workshop should also be reviewed; any themes which seem to arise should be discussed.

D Take a few minutes to match the expectations to the goals of the Workshop. Make appropriate comments and eliminate those which the group cannot hope to address; determine if the expectations identified as not in the scope of the Workshop are accurately identified or should be included. Account for all expectations.

E Continue to identify how expectations can be met when you hand out copies of the schedule and explain the sequence of sessions and their goals. (The schedule, i.e., titles of sessions and sequence, should be displayed on a prepared flipchart as well.)

TRAINER'S NOTE:

It is important that the Volunteers' expectations match what will be provided during the Workshop. Do NOT leave the group with a list of expectations neither the facilitator nor the program can meet. Where possible, the schedule should be altered to accommodate minor changes. In the event there remain expectations which cannot be addressed through the Workshop (or the facilitators' ingenuity), have the group identify other ways/means/strategies for meeting those expectations or needs.

PROCEDURES:

notes:

SUMMARY AND TRANSITION

4. Move from this exercise into the "Working Together" exercise. You may want to combine the two and describe organizational/administrative items as some of your expectations as a facilitator.

WORKING TOGETHER

5.A Refer back to the goals of the morning session and explain that the purpose of this exercise is to establish as a group ground rules and norms about participation and conduct during this Workshop.

norms
15 - 25 min.

B Present and discuss appropriate points regarding the "mechanics of the Workshop," including:

- starting/stopping times
- provision of breaks
- procedures for meals, housekeeping, etc.
- facilities available: restrooms, offices, pool, etc.

(Make the list appropriate for your Workshop.)

C Discuss what you expect of yourself and participants in terms of:

- Attendance (punctuality, no coming and going)
- Participation (all should participate according to their own style; the more you give the more you get out of it, etc.)
- Listening (allow and encourage each person to complete his or her remarks before the next person starts talking; ask for clarification to make sure what was said was clearly understood, etc.)
- Sensitivity (... to others' opinions and ideas; avoid being judgemental with others' contributions)

notes:

PROCEDURES:

5.D Ask participants to generate a list of any other "norms" they would like to maintain during the workshop. These could include:

- Times/places for smoking, or no smoking at all.
- Keeping the conference area clean and tidy.
- Agree to disagree (without being disagreeable).
- Using: "In my opinion...," instead of making generalizations.

Before moving on, make sure participants agree to the points discussed.

TRAINER'S NOTE:

If the facilitator is a Peace Corps staff person, it may be necessary to clarify your role as Workshop facilitator with the participants at this time; identify what they can expect from you as a "facilitator." If you will be required to wear more than one hat during the Workshop, explain those roles/hats to participants and identify when the changes might occur.

REACQUAINTING OURSELVES/WHO WE ARE NOW

TRAINER'S NOTE:

It is assumed here that initial icebreaking activities occurred with informal sharing or a social event on the day of arrival. Some groups will already know each other well and will have spent a lot of time together. Others may not have seen each other for months and/or know very little about each other. The type of exercise used here should be dictated by the needs of your group. Three options are provided for you. If you are uncomfortable with these, refer to Trainer's Reference Supplement 1 for other icebreakers, or use one of your own design.

PROCEDURES:	notes:
It is helpful to have instructions for icebreakers on prepared newsprint. Introduce the activity as an opportunity to get re-acquainted, or become more familiar with one another. (Remember: return to this page for summary of this session and transition to the next.)	
6.A [Do the icebreaker of your choice. Refer to Support Materials. Depending upon size of group, time needed will vary.]	icebreaker 30 - 60 min.

SUMMARY AND TRANSITION

B Summarize the learnings from this activity and make a transition to the next one.	summary 5 min.

Mention that "as a group you have already begun to work towards the Workshop's goals; we will be working with one another more as you":

- Review your Peace Corps service;
- Identify significant learnings gained during service, as well as any accomplishments; and
- Develop strategies for the transition.

SESSION 1

SUPPORT MATERIALS:

- Icebreaker Option #1 (p. 85)
  [Time: approx. 40 min.]
- Icebreaker Option #2 (p. 87)
  [Time: 30 - 60 min. depending upon group size]
- Icebreaker Option #3 (p. 89)
  [Time: approx. 30 min.]

PROCEDURES:

notes:

ICEBREAKER OPTION #1:

Recommended for groups familiar with one another.

(approx.)
40 min.

TRAINER'S NOTE:

Participants are asked to give both their names and projects so that the facilitator can become more familiar with participants. If facilitator is already well acquainted with participants, this information is not necessary.

1. Have each participant give:

SAMPLE FLIPCHART

- Name
- Your project name and assignment responsibilities.
- Describe the funniest thing that has happened to you as a Peace Corps Volunteer.
- Describe your plans, if any, for your return home: i.e., for first 6 months for COSing Peace Corps Volunteers, or home leave plans for extending Peace Corps Volunteers.

VARIATION: (for groups that know each other very well)

2. Using the format above, substitute the following instruction for "the funniest thing that has happened to you...":

   - Tell the one story about someone else in the room that you will never forget.

PROCEDURES:	notes:
ICEBREAKER OPTION #2:	
Recommended for groups of participants who do not know one another well.	(approx.) 50 - 60 min.
1. Have each person pair up with someone he or she does not know well and spend 10 minutes interviewing each other.	5 min. for each
2. Then have each dyad (pair) introduce his or her partner to the large group, spending no more than 2 minutes per introduction.	(approx.) 40 min.
VARIATION:	
1.a Have each dyad introduce themselves to another dyad.	10 min.
b Then have each quartet briefly discuss commonalities and differences within their group.	15 min.
2. Reconvene the large group. Ask each quartet to summarize their discussion.	25 min.

PROCEDURES:

notes:

ICEBREAKER OPTION #3:

(approx.)
30 min.

1. Have prepared on a flipchart a series of unfinished sentences, asking each participant in turn to complete the statements.

   Example:

- One of the things I like best about my Peace Corps experience is ___________
- The thing I will miss most is _______
- The two things I am most looking forward to in the next year are ______________________________

SESSION 2: CLOSE OF SERVICE PROCEDURES

SESSION 2: CLOSE OF SERVICE PROCEDURES

RATIONALE:

A smooth transition through close of service is highly desired by both Peace Corps staff and Volunteers. Depending upon the amount/type of information that has been given to Volunteers prior to the Workshop, the activities for this session can vary greatly.

The session's overall goal is to provide an opportunity for staff and Volunteers to discuss/clarify the various responsibilities and procedures involved in the close of service process. If Peace Corps staff cannot be the main resource persons to provide this much needed information for Volunteers, you may need to fill this role as appropriate. The bottom line is to provide Volunteers with the data that will help facilitate a smooth COS. Thus, the procedures format for this session will need to be developed by the trainer, in consultation with Peace Corps staff.

It is highly recommended that this session occur early in the Workshop. (Evident by its inclusion here!) However, should circumstances not permit its implementation here, other suggestions for its placement in the schedule are:

- after (Session 4): Evaluation of the Peace Corps Experience
- after (Session 10): Recommendations to Peace Corps
- after (Session 11): Development Education

Its inclusion between Sessions 5 through 9 (A Look to the Future through Going Home, Part 1) is discouraged, as it could disrupt the focus and flow of learnings regarding Volunteers' personal needs/feelings in the COS transition.

TOTAL TIME: (suggested) 1-1/2 hr.

GOALS:

To provide an opportunity for Volunteers to discuss or clarify their roles and responsibilities for close of service, and Peace Corps' procedures for implementing the close of service, including:

- Peace Corps policies on indebtedness, return of Peace Corps transportation, equipment, etc.
- Forms to complete for readjustment allowances; transportation to USA (monies/tickets); health coverage after Peace Corps; utilities and bank account clearances, as well as descriptions of service.
- Dates/appointments for medical examinations and clearances.

TRAINER PREPARATION:

1. Consult Peace Corps staff about their preparation for COS and their needs for this session. Negotiate, as appropriate, the time needed for the session, resource persons to be used, materials needed to implement session, and its placement within the schedule of the Workshop. Peace Corps staff may have activities designed for the session or may ask you to develop something appropriate. Provide any and all assistance you can.
2. Brief co-trainers and resource persons on the expected outcomes of the session and their roles, if any.
3. Prepare flipcharts and any other materials needed for the session.

MATERIALS NEEDED:

Flipcharts, Marker Pens, Tape

COS Administrative and Medical Forms and Guidelines, as appropriate

(Other materials as needed for the session)

PREPARED FLIPCHARTS:

Goals of Session (to be refined after consultation with staff)

Instructions for Completion of Forms, etc.,--as needed

PROCEDURES:

notes:

1. Introduce the goals of the session and the resource persons who will participate. Describe how the session will be conducted.

introduction
5 min.

2. Implement the ACTIVITY as designed in consultation with Peace Corps staff.

activity
(approx.)
80 min.

TRAINER'S NOTE:

Activities could include: lecturettes about COS policies and procedures conducted by the various people responsible for that particular phase of the process; time for completing forms and arranging medical exams; exit interviews with program managers/Associate Peace Corps Directors, etc.

3. Summarize the significant facts given during the session and make a transition to the next session. You may need to make note of any follow-up agreed upon in the session.

summary,
transition
5 min.

SESSION 3: REVIEWING YOUR VOLUNTEER EXPERIENCE,
PART 1

SESSION 3: REVIEWING YOUR VOLUNTEER EXPERIENCE, Part 1

RATIONALE:

The purpose of this session is to begin the process of reviewing the Volunteers' experiences. This includes examination of their individual accomplishments, mistakes and significant learnings; identifying their collective contributions in a particular project, and as part of the entire Peace Corps program in-country.

The worksheet in this session: 'My Peace Corps Experience' allows the Volunteer to reflect upon his/her individual experience, and identify any significant or meaningful personal learnings. These could include: learning patience; developing survival skills; learning how to run an effective meeting; how to conceive, implement and evaluate a project; or a very personal learning about oneself.

Volunteers should be encouraged to identify new or refined skills gained through their Peace Corps experience. Also, their individual lists of accomplishments will provide data to form a collective list of contributions made by the Volunteers.

Session 4: Reviewing Your Volunteer Experience, Part 2 continues to have Volunteers reflect upon their experience. The focus of this session will be to provide Peace Corps with feedback about program support and direction, training, and medical and administrative support. Information generated during Sessions 3 and 4 will be used again in the Workshop.

TOTAL TIME: approximately 2 hr.

GOALS:

- To provide an opportunity for Volunteers to reflect upon their Peace Corps experience and identify accomplishments, mistakes, and the lessons learned from both.
- To assist Volunteers in identifying and discussing their contributions to the development of the communities (and the country) in which they have lived and worked.

TRAINER PREPARATION:

1. Become familiar with the worksheet: 'My Peace Corps Experience.'
2. Brief co-trainers on their roles, if any, and the expected outcomes for the session.
3. Prepare flipcharts.

MATERIALS NEEDED:

Flipcharts, Marker Pens, Tape

Participant's Handbook:

'My Peace Corps Experience' Worksheet

PREPARED FLIPCHARTS:

Goals of Session

Discussion Guidelines for Collective Accomplishments

Incomplete Statements About Development

PROCEDURES:

notes:

1.A Introduce the purpose and goals of the session, covering the points below:

purpose,
goals
10 min.

- Most people readily admit their mistakes and the lessons they have learned as a result. However, relatively few people can as readily admit their successes or accomplishments, and study what they have done well. Volunteers are no different.
- Because there are many pitfalls and seeming failures in "development work," Volunteers often find it difficult to identify their individual contributions or personal accomplishments.
- This session is the beginning of a process to help you reflect upon your Peace Corps experience, identify significant/meaningful lessons you have learned, and list specific skills and knowledge you have gained from the experience.
- After this period of individual reflection, you will share your list of accomplishments with others. Together, a collective list of contributions and/or accomplishments will be prepared.
- It is hoped that this session will assist you in being more articulate about your Peace Corps experience, your accomplishments and contributions to the development of the community and country in which you have lived and worked.

TRAINER'S NOTE:

Participants may question the criteria for determining a success or an accomplishment. For the purposes of this Workshop, the following definitions are to be used:

notes:

PROCEDURES:

Accomplishment or Achievement: Anything you feel you contributed, can be proud of, or did well. Criteria for these achievements/accomplishments are personal and individual in nature.

Success can be synonymous with accomplishment or achievement. Both can include: friendships; giving "it" your best shot; both beginning and/or completing projects, etc.

If there are questions regarding the use of the definitions above, the formal (dictionary) definitions are provided below. Note that the major difference between the above definitions and the dictionary definitions is the individual clearly has responsibility for determining criteria for success or identifying an achievement/accomplishment and builds upon participant knowledge or understanding of these terms.

Accomplishment: The act of accomplishing or state of being accomplished. Something completed successfully; achievement.

Achievement: The act of accomplishing or finishing something. Something that has been accomplished successfully, esp. by means of exertion, skills, practice or perseverance.

Success: The achievement of something desired, planned, or attempted.

GOALS OF THE SESSION

To provide an opportunity for you to:

- Reflect upon your Peace Corps experience and identify mistakes/failures, accomplishments, and the lessons learned from each.
- Identify and discuss your individual and collective contributions to the development of the communities in which you have lived and worked, and to [country name].

PROCEDURES:	notes:
REVIEWING THE VOLUNTEER EXPERIENCE	
2.A Explain the purpose of the 'My Peace Corps Experience' Worksheet in their Handbooks and give instructions for completing the worksheet.	introduction, task 30 min.
B After participants complete the worksheet, have them divide into groups of 4 or 5, identified by project or program area.	transition, explanation 5 min.
Explain that there are many benefits to becoming clearer about individual and collective contributions to the development of their communities and [country name]:	
● Volunteers will be better prepared to identify skills and accomplishments to future employers, interested family and friends, etc.	
● Volunteers will also be better prepared to help people back home understand development, i.e., the third goal of Peace Corps.	
C Using the prepared flipchart, ask small groups to discuss their individual and collective accomplishments/successes/contributions/achievements.	
Also remind participants to keep in mind that an accomplishment or achievement can be large or small, personal or professional. It is something you feel you 'did well' or 'contributed.' Only you can determine your accomplishment, achievement or success.	

notes:

PROCEDURES:

small group
discussion
30 - 40 min.

DISCUSSION GUIDELINES

In small groups, focus your discussion of accomplishments/successes/achievements by identifying those which could be classified as contributions to the development of [country name].

Assist one another in clarifying your accomplishments:

What was the accomplishment?

Who did it help?

What impact does/did it have?

What are the long term implications (or benefits) of the accomplishment, if any?

List your collective accomplishments and identify with each:

The accomplishment/contribution;

Kind of leadership used or encouraged; and

Activities which may need ongoing support.

PROCESSING

20 - 30 min.

3.A Have small groups share the results of their discussions with the large group.

B Ask participants:

Were there any new insights or learnings gained in this exercise?

Were there any surprises?

PROCEDURES:

notes:

SUMMARY

Looking at your own contributions and those of your colleagues, how would you describe the meaning/intent/focus of your work in [country name]?

(Allow a few participants to answer.)

4.A Summarize this session by making the following points as appropriate:

summary, journal 10 min.

- Hopefully this exercise has provided ample opportunity for individual reflection on your Peace Corps experience and helped you to acquire a better perspective on your Volunteer experience, and its importance to you and the development of [country name].
- In the next session you will be asked to provide valuable feedback to Peace Corps/[country] about your experience. The information generated through this session and the next will provide a solid core of data for recommendations on program direction and support for the future.
- You may desire to continue to add to your list of accomplishments and contributions throughout the Workshop. This information will be helpful as you consider your future career or life options. (Sessions 5, 6 and 7)

B Ask participants to record in the journal portion of the Handbooks their answers to the following incomplete statements:

I see development as ______________________
____.

I see that my role in development has been
____.

notes:

PROCEDURES:

4.C Allow participants several minutes to complete these statements. Conclude the session by noting that as Volunteers complete their last 2-3 months of service, they may want to continue to review their statements and their understanding of their role in development of [country name].

SESSION 3

SUPPORT MATERIALS:

- 'My Peace Corps Experience' Worksheet (p. 105)

MY PEACE CORPS EXPERIENCE

Most people can readily admit their mistakes and learn something from studying them. Relatively few can as readily admit their successes or accomplishments, and study what they have done well.

Your responses on this worksheet will help you to review and analyze your Peace Corps experience; to identify the learnings from it, and to detail the new/refined skills and knowledge you have gained.

For the purposes of this worksheet, a SUCCESS is simply something you have done well, and enjoyed doing. These successes could be personal triumphs, such as learning how to ride a motorcycle, cooking on three stones, or discovering ways to take care of personal hygiene, drinking and eating needs with a limited supply of water. Your successes could also include professional benchmarks, e.g., tutoring a math student who passed A-level GCEs with honors; developing a health practices manual to be used in conjunction with TEFL; developing an accounting program for an agricultural cooperative; or learning how to conduct an effective meeting.

The information gleaned from this worksheet may be helpful to you as you plan your future: going to school or for further training; establishing a business; finding a job; identifying future volunteer work, or planning for retirement.

MY PEACE CORPS EXPERIENCE

THINGS TRIED, BUT NOT SUCCESSFUL	LESSONS LEARNED

MY PEACE CORPS EXPERIENCE

THINGS TRIED AND ACCOMPLISHED SUCCESSFULLY	LESSONS LEARNED

MY PEACE CORPS EXPERIENCE

CONCLUSIONS ABOUT THE LESSONS I'VE LEARNED:

NEW SKILLS OR KNOWLEDGE I'VE GAINED:

SKILLS OR KNOWLEDGE I'VE REFINED:

SESSION 4: REVIEWING YOUR VOLUNTEER EXPERIENCE, PART 2

SESSION 4: REVIEWING YOUR VOLUNTEER EXPERIENCE, Part 2

RATIONALE:

Continuing the process begun in Session 3 (i.e., Volunteers reviewing their Peace Corps experience), this session provides an opportunity for participants to give valuable information to Peace Corp staff about programs, training and support. This information will be used to develop recommendations to Peace Corps staff.

Depending upon the needs of Peace Corps staff and Volunteers for this feedback, you, as trainer, should select one of the two tools provided to generate data. You may modify these tools as need and time dictate. The information generated in this session is used in Session 10: Recommendations to Peace Corps.

TOTAL TIME: approximately 1 hr.

GOALS:

- To provide an opportunity for Volunteers to discuss individual and collective concerns/issues/ideas regarding Peace Corps programs, training, administrative and medical support.
- To begin to formulate recommendations for Peace Corps based upon the discussion.

TRAINER PREPARATION:

1. Become familiar with the COS Questionnaire and the alternate tool that can be used for this session.

   It may be helpful to consult with local Peace Corps staff to clarify the following:

   - What type of information/feedback would be most useful to them?
   - What are the issues that may arise, if any, among the Volunteers?
   - How will staff treat the feedback? That is, will there be a staff meeting to discuss feedback? How will Volunteers be notified about staff's response to the feedback?

   This discussion should help determine which tool, or modification thereof, would be best.

2. Brief co-trainers on their roles, if any, and the expected outcomes of the session.

3. Prepare flipcharts.

MATERIALS NEEDED:

Flipcharts, Marker Pens, Tape

Support Materials:

Participant's Handbook

COS Questionnaires [not included in Participant's Handbook] (optional)

Evaluating Your Peace Corps Experience:

- Instructions
- Dimensions for Evaluation [in Participant's Handbook] (optional)

PREPARED FLIPCHARTS:

Goals of Session

Instructions for Alternative Evaluation Tool (optional)

PROCEDURES:

notes:

1. Introduce the purpose and goals of the session, mentioning points from the Trainer's Note below as appropriate.

introduction, 5 min.

GOAL

To begin the process of formulating recommendations to Peace Corps/[country] by identifying your individual collective concerns/issues/ideas regarding program directions, training, administrative and medical support.

TRAINER'S NOTE:

Some of the participants may express anger and dissatisfaction with their Peace Corps service. Many may want to gripe about their problems. You should acknowledge all feelings that may be expressed and encourage participants to direct their feelings and knowledge of Peace Corps programs, Volunteer assignments, and the support they received into constructive channels.

Two tools/instruments are provided as constructive channels for participants' evaluations of their Peace Corps service. (See Support Materials section.) Periodically, Peace Corps questionnaires are updated/modified. If the COS Questionnaire is to be used, check with Peace Corps staff for the most current version.

It would be helpful to emphasize that this is an opportunity to share ideas, identify the strengths and weaknesses of Peace Corps programs, and note areas for improvement. Remind participants to be specific and candid in their remarks and evaluation, as well as creative and constructive in identifying any alternatives or approaches.

Explain that the information generated during this session will be used later to make recommendations to Peace Corps staff regarding program direction, training and support of Volunteers.

notes:	**PROCEDURES:**
	EVALUATION
activity 30 - 60 min.	2. Introduce the Evaluation Instrument. Explain how it will be used and the time limits for the activity. [Refer to Support Materials section for evaluation instruments and activity instructions for each.]
summary 5 min.	3. Summarize the activity and make a transition to the next session.

SESSION 4

SUPPORT MATERIALS:

- Evaluation Instruments and Activity Instructions
  - #1: COS Questionnaire (p. 115)
    (Not included in *Participant's Handbook*)
  - #2: Evaluating Your Peace Corps Experience (p. 121)
- "Recommendations to Peace Corps" (p. 125)
  (An explanation of evaluation dimensions for Instrument #2 and for recommendations to Peace Corps. Also in *Participant's Handbook*.)

PROCEDURES:

notes:

(approx.)
30 min.

INSTRUMENT #1: COS QUESTIONNAIRE

1. Explain that the Questionnaire is meant to be anonymous; participants will find it straightforward and simple to complete. Encourage them to add comments and be as candid as possible in their responses.

2. Once the Questionnaire is completed, explain how you will tally the responses and publish the results in Session 10: Recommendations to Peace Corps.

TRAINER'S NOTE: TIPS ON TALLYING COS QUESTIONNAIRES

1. Start by counting and recording the responses to all of the questions. Keep a running count for each question on a clean copy of the questionnaire (see sample below). If there are Volunteers from more than one technical area, be sure to tally their responses on separate sheets.

SAMPLE........	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
My pre-service training in-country gave me adequate preparation, in terms of						
A. Technical requirements of my work	1	2	3	4	5	NA

notes:

PROCEDURES:

2. In order to summarize the findings you will need to put the numbers into percentages. Here is a quick formula for doing that.

$$\frac{\text{number of positive responses}}{\text{total number who responded to the question, not counting those who answered NA}}$$

If 25 Volunteers attended the COS workshop and 24 answered a question as follows: 10 said NA (Not Applicable), four gave positive responses, and 10 gave neutral or negative responses. According to the formula then,

$$\frac{\text{4 positive responses}}{\text{14 who responded not counting the NA}} = 29\%$$

For "yes/no" questions use $\frac{\text{number of "yes"}}{\text{total responses}} = \%$.

Do not count the number of Volunteers who marked NA or who did not answer the question.

3. Once you have the percentages for all questions, you can begin to identify strong and weak areas. You will want to prepare flipcharts of these areas for Session 10. This information will help Volunteers to form recommendations on what to continue, change, or eliminate.

Develop the flipcharts for Session 10 as described below.

"Strong Areas"	**"Weak Areas"**
Put all the questions where 65% or more of the Volunteers agreed or strongly agreed.	Put all the questions where 35% or less of the Volunteers agreed or strongly agreed.
Example:	**Example:**
Most Volunteers are positive about their technical and language training.	Few Volunteers feel their projects have clear objectives.

PEACE CORPS VOLUNTEER

COMPLETION OF SERVICE QUESTIONNAIRE

INSTRUCTIONS: Circle the number that best reflects your answer for each item in this questionnaire.

PART 1: BEGINNING YOUR SERVICE

	STRONGLY DISAGREE	DISAGREEE	NEUTRAL	AGREE	STRONGLY AGREE	DOESN'T APPLY
1) My pre-service training in-country gave me an adequate preparation, in terms of: (Circle "NA" where not applicable)...						
A. technical requirements of my work.	1	2	3	4	5	NA
B. preparation for cross-cultural adaptation.	1	2	3	4	5	NA
C. my counterpart relationships.	1	2	3	4	5	NA
D. host language(s).	1	2	3	4	5	NA
1A) To be answered only by Peace Corps Volunteers who received PST in a stateside or third country setting (all others, skip to item 2):						
My PST elsewhere gave me an adequate preparation, in terms of:						
A. technical requirements of my work.	1	2	3	4	5	NA
B. preparation for cross-cultural adaptation.	1	2	3	4	5	NA
C. my counterpart relationships.	1	2	3	4	5	NA
D. host language(s).	1	2	3	4	5	NA
2) The work which I do in my project is...						
A. technically feasible.	1	2	3	4	5	NA
B. politically feasible.	1	2	3	4	5	NA
C. economically feasible.	1	2	3	4	5	NA
D. culturally feasible.	1	2	3	4	5	NA
3) I have had the following problems with my site:						
A. there are or have been too many other Peace Corps Volunteers in the area.	1	2	3	4	5	NA
B. it is too dangerous a place.	1	2	3	4	5	NA
C. the community is not receptive.	1	2	3	4	5	NA
D. it is either too urban or too rural.	1	2	3	4	5	NA

PART 2: YOUR CURRENT SERVICE

	STRONGLY DISAGREE	DISAGREEE	NEUTRAL	AGREE	STRONGLY AGREE	DOESN'T APPLY
4) In my assigned project...						
A. there are clearly defined goals and objectives.	1	2	3	4	5	NA
B. what I do contributes directly to achieving overall work goals.	1	2	3	4	5	NA
C. there is a clear end-point (a time when defined conditions are met and we can go on to other efforts).	1	2	3	4	5	NA
5) The technical assistance available in-country from all sources for my project is adequate.	1	2	3	4	5	NA
6) Administrative procedures are basically sound and fairly applied to all Peace Corps Volunteers.	1	2	3	4	5	NA
7) My Peace Corps staff...						
A. help me solve problems and negotiate with my sponsoring agency.	1	2	3	4	5	NA
B. provide effective counseling when I need it.	1	2	3	4	5	NA
C. have participated productively in visits to my work site.	1	2	3	4	5	NA
8) My Peace Corps Medical staff has provided adequate services.	1	2	3	4	5	NA
9) The in-service training I received has given me adequate, continuing instruction, in terms of...						
A. technical requirements of my work.	1	2	3	4	5	NA
B. coping with cross-cultural stress.	1	2	3	4	5	NA
C. my counterpart relationships.	1	2	3	4	5	NA
D. project and development planning.	1	2	3	4	5	NA
E. host language(s).	1	2	3	4	5	NA

PART 3: YOUR SUGGESTIONS FOR CHANGE

	STRONGLY DISAGREE	DISAGREEE	NEUTRAL	AGREE	STRONGLY AGREE	DOESN'T APPLY
10) Regarding the type of work I do here, Peace Corps should...						
A. continue the work much as it has.	1	2	3	4	5	NA
B. expand the scope of the work.	1	2	3	4	5	NA
C. assign more Peace Corps Volunteers to the work.	1	2	3	4	5	NA
D. include host counterparts more in the work.	1	2	3	4	5	NA
E. make revisions in the work goals.	1	2	3	4	5	NA
F. completely phase out the work.	1	2	3	4	5	NA
11) The following should be more involved in Peace Corps Volunteers training (both pre- and in-service training)...						
A. host agency representatives.	1	2	3	4	5	NA
B. Peace Corps staff.	1	2	3	4	5	NA
C. professional technicians.	1	2	3	4	5	NA
D. other volunteers.	1	2	3	4	5	NA
12) I should have been visited more frequently at my work site by...						
A. the Country Director.	1	2	3	4	5	NA
B. my Program Manager.	1	2	3	4	5	NA
C. the Peace Corps Medical Officer.	1	2	3	4	5	NA
D. my Peace Corps Volunteer Leader/ Coordinator.	1	2	3	4	5	NA

PART 4: OUTCOMES OF YOUR VOLUNTEER SERVICE

	STRONGLY DISAGREE	DISAGREEE	NEUTRAL	AGREE	STRONGLY AGREE	DOESN'T APPLY
13) I am effectively transferring knowledge and skills to...						
A. a host counterpart(s).	1	2	3	4	5	NA
B. a host institution(s).	1	2	3	4	5	NA
C. the community where I live and work.	1	2	3	4	5	NA

PROCEDURES:

notes:

INSTRUMENT #2: EVALUATING YOUR PEACE CORPS EXPERIENCE

(approx.)
1 hr.

ACTIVITY:

1. Present and explain the flow of activities for this evaluation using a prepared flipchart. [Refer to next page. You may need to use more than one flipchart page to record this information.]

   This tool utilizes the format recommended in Session 10 for recommendations to Peace Corps staff. For your convenience, the explanation of the areas for evaluation are included in the Participant's Handbook. It can be used for this session and/or Session 10.

TRAINER'S NOTE:

The following distinctions between Peace Corps programs and projects are provided for your information. This instrument requires that information be obtained about specific project directions and support as well as general program recommendations.

Program: General area of intervention, e.g., agriculture, education, community development, etc.

Project: Specific areas for intervention, within general area of focus. Several projects may be a part of a Peace Corps program: e.g., an Agriculture program may include the following projects: Inland Fisheries, Crop Production, Irrigation and Agricultural Extension.

If this information is to be reviewed and refined in Session 10, it is not necessary to thoroughly process the groups' reports at this time. (Continue on to step 2.A for summary and transition.)

notes:

PROCEDURES:

EVALUATING YOUR PEACE CORPS EXPERIENCE

10 min.

1. Record in your Handbooks any ideas, concerns, issues, problems or suggestions about each of the following topics:

   A. PROJECT DIRECTION AND SUPPORT FROM PEACE CORPS AND THE HOST COUNTRY.

   B. PRE-SERVICE AND IN-SERVICE TRAINING.

   C. ADMINISTRATIVE SUPPORT FROM PEACE CORPS.

   D. MEDICAL SUPPORT.

   E. OTHER: (please specify)

2. Form small groups according to project/program area and discuss your individual ideas. Then generate a list of ideas which represent suggested actions for Peace Corps in each category listed above.

   These actions should be categorized by:

   A. START / DO MORE

   B. STOP / DO LESS

   C. CONTINUE

   If "grey" areas arise through the discussions, groups should list any questions, or topics for future discussion.

   Record your group's suggestions and questions on a flipchart. Identify the report by program area or project name.

30 min.
for this task

PROCEDURES:

2.A Once the exercise has been completed, have groups post their results around the room. Then ask them to mill around, notice the commonalities and differences among the results, and determine if some themes are emerging from the different group reports.

Ask participants to note any themes they see among the reports in their Handbooks. (Allow about 15 minutes for this.)

B Remind Volunteers that the information generated during this session will be reviewed and used later to make recommendations to staff.

notes:

sharing,
summary
25 min.

RECOMMENDATIONS TO PEACE CORPS

In your evaluation of your Peace Corps service and development of recommendations to Peace Corps, consider the following topics to formulate your responses:

A. PROJECT DIRECTION AND SUPPORT FROM PEACE CORPS AND THE HOST COUNTRY.

How did Peace Corps and/or the host country agency provide clarity about your role and responsibility to Peace Corps and the host agency?

What were the positive and negative aspects of the guidance, direction and supervision you received for your work assignment(s)?

What kind of assistance did you receive with problem-solving, provision of transportation, work materials and/or services?

What did Peace Corps and/or the host country provide for you, or do, that was helpful?

B. PRE-SERVICE AND IN-SERVICE TRAINING.

How did the language instruction, technical skills training, cross-cultural training, Volunteer support and health orientations during Pre-service Training help to prepare you to (1) do your job competently; (2) live and work effectively in your community? Please be specific.

What type of In-service Training did you receive: Skills training? Mid-service and/or All Volunteer Conferences? Program Conferences, Workshops? Language tutoring? Other? Please identify the type(s) of training you received and explain the benefits you received from each. Identify any problems/concerns you have for each and make any suggestions to address these concerns.

C. ADMINISTRATIVE SUPPORT FROM PEACE CORPS.

Administrative support includes the following services: mail, communications from the main office, living allowances, security provisions (if any), staff's responsiveness to your (nonprogrammatic) problems and issues. [Depending upon the services provided in-country, other services can be identified here.]

Identify the support you have received, any problems that may have occurred, and any suggestions you may have to remedy problems in the future.

Please identify any support you received that, in your estimation, was provided professionally, sensitively or well.

D. MEDICAL SUPPORT.

Please identify the medical support services available at your site. Evaluate these services and identify any alternative resources that should be known to Peace Corps.

Identify any problems/concerns that have arisen for you personally with the provision of immunizations, emergency care, health maintenance and cures for illness, counselling and preventative medical care, by Peace Corps. Also identify the care received from local doctors and/or health facilities recommended by Peace Corps, giving the pluses and minuses of each.

E. OTHER. (PLEASE SPECIFY)

SESSION 5: A LOOK TO THE FUTURE

SESSION 5: A LOOK TO THE FUTURE

RATIONALE:

The Volunteers have reviewed and evaluated their Peace Corps experience and are concerned about 'life after Peace Corps.' Some may want to further their education. Others may have concerns about reconnecting with family and friends, about travel and a slow readjustment to the U.S., or about productive activities for retirement.

This session, comprised of two exercises, will assist participants in exploring their future plans or ideas for life after Peace Corps. Participants should have completed their Skills & Interests Self-Assessment prior to the Workshop. This will be a huge resource that they will need to review and perhaps revise during this session.

Regardless of individual plans for the future, all participants should be encouraged to explore their values around their work and working environment, and identify past and present achievements. This session is a foundation for work in Session 6: Writing a Career or Life Objective and in Session 7: Exploring Your Options, Part 1.

TOTAL TIME: 1 hr. 30 min. - 1 hr. 55 min.

GOALS:

- To identify patterns, if any, in the personal and professional achievements of individual Volunteers before and during their Peace Corps experience.
- To identify and rank values related to the work environment.

TRAINER PREPARATION:

1. Review Skills & Interests Self-Assessment, especially Sections 4, 5 and 6.
2. Brief other trainers on their roles, if any, and expected outcomes of the session.
3. Prepare flipcharts.

MATERIALS NEEDED:

Flipcharts, Marker Pens, Tape

Skills & Interests Self-Assessment

Participant's Handbook

PREPARED FLIPCHARTS:

Goals of Session

Review Questions (for accomplishments)

Work Values (for ranking)

Discussion Guidelines (for values ranking)

PROCEDURES:

notes:

1.A Introduce the purpose and goals of this session. Mention that the key tools for this session will be the list of accomplishments/successes/achievements participants generated in Session 3: Reviewing Your Volunteer Experience, Part 1, and the Skills & Interests Self-Assessment which they should have completed prior to coming to the Workshop.

introduction,
goals
10 min.

GOALS OF THE SESSION

To provide an opportunity for you to:

- Identify patterns, if any, in the types of accomplishments/achievements you have had before and during your Peace Corps experience; and
- Identify and rank your values related to the work environment.

B Emphasize the importance of carefully reviewing one's accomplishments in order to identify the skills used and how they could be transferred into future situations.

REVIEW OF SKILLS

2.A Have each participant look at his/her results from Session 3's Worksheet, 'My Peace Corps Experience,' and Sections 4 and 5 of the Skills & Interests Self-Assessment.

introduction
5 min.

Give them a few minutes to locate this information.

B Ask participants to compare their pre-Peace Corps and Peace Corps accomplishments. Present 'Review Questions' for this comparison on a prepared flipchart. Participants should record their results in the journal section of their Handbooks.

notes:

PROCEDURES:

task
15 - 20 min.

REVIEW QUESTIONS

1. Is there a pattern or connection with what you achieved/accomplished/did best during Peace Corps and what you achieved/did best prior to Peace Corps?
2. What relationship, if any, is there between what you enjoy doing and what you do best?
3. Considering your accomplishments, how would you summarize your strengths? Your weaknesses or skill areas you want to improve?

sharing,
summary
10 - 15 min.

2.C Ask a few participants to share the results of their review with the large group.

Ask if there were any surprises when they completed the review. If so, have them explain.

3.A Summarize by mentioning that they will be using this information again when they look at career/job/life goals and options.

B Make a transition to the next exercise which will have participants examine their work values:

- The next exercise will ask you to examine your values related to work and your working environment. Whether you intend to return to school, find a job, extend your Peace Corps service, or retire--it is important to get in touch with your values about work.
- This exercise should help you to identify criteria for evaluating future situations in which you will feel comfortable and be productive.

IDENTIFYING WORK VALUES

introduction
5 - 10 min.

4.A From a prepared flipchart, present and briefly review the following work values. Cover these:

PROCEDURES:

notes:

introduction
5 - 10 min.

- This list can be described as a "set of factors" in the work environment which most people consider important.
- Each of us will probably rank each item differently depending upon personal values. As you look at the list, you can probably think of the one that seems most important.
- Notice that the last item is a "wild card." This is provided for you to add one other factor which is of special importance to you when you consider the work environment. You can write anything you want for this item.

WORK VALUES

Salary and Benefits
Job Security
Making an Impact
Intellectually Stimulating
Working with Interesting People
High Status/Prestige
Responsibility
Helping Others
Opportunity to Be Innovative or Creative
Opportunity for Advancement
Living/Working Conditions

**** WILD CARD ****

TRAINER'S NOTE:

The list of Work Values and the Values Ranking Sheet can be found in the Participant's Handbook. You will need to give directions on how to utilize the Ranking Sheet, and present discussion guidelines.

4.B Give participants a moment to think of a wild card item. Then proceed to instructions for completing the Values Ranking Worksheet.

task
10 - 15 min.

notes:

PROCEDURES:

As directed on the worksheet, participants are to write one value in each of the numbered spaces on the worksheet in order of priority: #1 representing the highest priority and #12, the lowest.

Mention that it is okay to move/change priorities as they move along the worksheet, or even in later sessions. If they haven't identified a wild card item, they may find something as they do the ranking.

small group discussion 20 min.

5.A After participants have completed the ranking, have them form groups of 4 or 5 and discuss their rankings.

Present the guidelines for their discussions on a prepared flipchart.

DISCUSSION GUIDELINES

1. Share your rankings. Take time to discuss the reasons for your first two and your last two choices.
2. Then discuss the following:
   - What would your answers have been if you had done this ranking before your Peace Corps experience?
   - Are there any surprises in your ranking?
   - How closely does your current Peace Corps assignment match your list of priorities?
   - What conclusions can you draw from your rankings, if any?
   - What are the implications of your rankings in terms of vocational choices? job search? etc.?

PROCEDURES:

notes:

TRAINER'S NOTE:

You should add "Retirement plans" to the last question regarding implications of the rankings if there are Senior Volunteers in the group who are considering retirement options.

SUMMARY AND CLOSURE

6.A Ask participant to share some of the major items listed during this exercise and to speculate on how they might apply this information as they return to the U.S. — 10 min.

B Summarize, emphasizing the importance of doing things we value positively. It is likely that many of the jobs or activities that we enjoy least are those that conflict with our values.

Encourage participants to keep these values in mind as they ponder and embark upon "the next step." Also acknowledge that it is not uncommon for our values and their priority to change based upon new information or situations.

TRAINER'S NOTE: OPTIONAL CLOSURE TO EXERCISE

This brainstorming exercise can act as an energizer for participants and be fun. From the data generated participants can choose a particular idea to focus upon as they decide what endeavors to pursue: job hunting, returning to school, starting a business, etc.

7.A Have participants brainstorm the future options they have considered: types of jobs, graduate study, short-term training, travel, hobbies, other volunteer opportunities, and so on. — 10 min

It is key to explain that in "brainstorming" no evaluation of suggestions takes place; therefore, no idea is too small or outlandish.

B Ask participants to view these brainstormed ideas as viable options for the future. Some, however, will be more viable than others.

SESSION 5

SUPPORT MATERIALS:

- Values Ranking Sheet (p. 137)
  (Also in Participant's Handbook)

WORK VALUES

Salary and Benefits
Job Security
Making an Impact
Intellectually Stimulating
Working with Interesting People
High Status/Prestige
Responsibility
Helping Others
Opportunity to Be Innovative or Creative
Opportunity for Advancement
Living/Working Conditions

**** WILD CARD ****

VALUES RANKING SHEET

TASK: Write one work value in each of the numbered spaces on the sheet in order of priority with #1 being the highest.

1
2
3
4
5
6
7
8
9
10
11
12

SESSION 6: WRITING A CAREER OR LIFE OBJECTIVE

SESSION 6: WRITING A CAREER OR LIFE OBJECTIVE

RATIONALE:

There is no clear consensus among career counselors regarding inclusion of career objectives on a resume. Some authorities, such as Tom Jackson in his book The Perfect Resume, say: never include a career objective. Others, like Ron Krannich in High Impact Resumes and Letters, insist on it. It is a question of style.

However, career counselors unanimously agree that developing a clear, concise career objective or objectives is the "single most important step in any job search," whether or not it is included in a resume.

Many Volunteers may not plan to pursue a career or look for a job immediately after Peace Corps. For these participants, a career objective is not necessarily relevant; yet, developing objectives for the future is beneficial to anyone. Thus, this session is applicable to all participants.

This exercise asks each participant to continue the process begun in the Skills & Interests Self-Assessment and to write, or begin to develop, a career or life objective.

TOTAL TIME: approximately 1 hr.

GOALS:

- To provide an opportunity for participants to practice defining their career/work/job/life goal(s) through identifying one or more objectives.
- To provide information on how to use career objectives in resume writing and a job search campaign.

TRAINER PREPARATION:

1. Review article, "A Word on Career Objectives: The Hows and Whys."
2. Brief other trainers on their roles, if any, and the expected outcomes of the session.
3. Prepare flipcharts.

MATERIALS NEEDED:

Flipcharts, Marker Pens, Tape

Participant's Handbook:

"A Word on Career Objectives: The Hows and Whys"

Skills & Interests Self-Assessment

PREPARED FLIPCHARTS:

Goals of Session

PROCEDURES:

notes:

1. Introduce the purpose and goals of this session, covering the following points:

introduction, goals 5 min.

- Understanding your work/life values is important, as is understanding your skills and their marketability.
- In earlier sessions, lists of your accomplishments and achievements were generated. [Refer to flipcharts and work done in the Skills & Interests Self-Assessment.] It is important to review those accomplishments in terms of the skills used to achieve them.
- Use your list of accomplishments and Section 6 of the Skills & Interests Self-Assessment to develop, or further refine, your career or life objectives.

GOALS OF SESSION

To provide an opportunity for you to practice defining your career/work/job/life goal(s) in a career objective format.

To provide you with information on how to use career objectives in resume writing and a job search campaign.

2.A Refer participants to the article on career objectives in the Participant's Handbook, "A Word on Career Objectives: The Hows and Whys." Give them time to digest the article.

task 10 - 15 min.

B After participants have completed reading, check to see if there are any questions about it.

clarification 5 - 10 min.

Ask those who have goals different from finding a job to describe how they would apply this information to define, or pursue, their goals.

notes:

PROCEDURES:

task 30 min. 3. Have participants begin to develop their career/life objectives after providing an example of clear objectives. Give individual assistance as needed to complete this task.

TRAINER'S NOTE:

You may want to post a few samples of career objectives. Be sure to encourage participants to use the guidelines for writing the objectives as described in the article.

If their career objectives are very broad, or they are aiming for two or three different positions, advise them to prepare two or three different career objectives (and later, two or three resumes).

Those with goals different from job hunting may need assistance in putting life/work objectives in the career objective format.

SUMMARY

10 min. 4. Close the session by having several participants read their objectives. Realizing that some may need to acquire additional information before refining their objectives, progress in developing their objectives should be recognized.

Explain how the career/life objectives will be used in later sessions as participants explore their future options.

SESSION 6

SUPPORT MATERIALS:

- "A Word on Career Objectives: The Hows and Whys" (p. 145)
- Guidelines for Writing a Career Objective (p. 149)

A WORD ON CAREER OBJECTIVES: THE HOWS AND WHYS

There is no clear consensus among career counselors regarding whether or not to include your career objectives on a resume. Some, like Tom Jackson in his book The Perfect Resume, never include a career objective. Others, like Ron Krannich in High Impact Resumes and Letters, insist on including the job objective. It is a question of style and personal preference.

One point that career counselors agree upon, however, is that developing a clear, concise career objective or objectives is the single most important step in any job search.

The purpose of this exercise is to ask each of you to continue a process begun on your Skills & Values Inventory and to write, or begin developing, your career objective or objectives.

First, let us look at why the job objective is so important.

- To get where you want to go requires that you know where you are going.
- Identifying what it is you want to do is perhaps the most difficult task in job hunting; it is also the most essential. Indeed most job hunters lack clear objectives. Many engage in a search for jobs by identifying available job opportunities and then adjusting their skills and objectives to "fit" specific job openings. While you will get a job this way, you will probably be misplaced and unhappy. You will fit a job rather than finding a job that fits you.
- Many people justify this lack of direction in a job search by telling themselves they are flexible. Flexibility is a valuable trait, but remember, being flexible and being directionless are two different things.
- A clear objective, based on a thorough understanding of your abilities, skills, interests and values, allows you to be in charge of your job search. Knowing where you want to go allows you to plan and take the steps necessary to get there. It helps you generate self-confidence and demonstrates your value to employers.
- A clear objective also provides the basic framework for writing your resume. It serves as a guide to what should be included or left out of the resume, i.e., if something enhances your potential to be hired, or movement toward your objective, include it; if not, leave it out. The job objective provides the theme and organization of your resume.

- Your objective should be a concise statement of what you want to do and what you have to offer an employer, i.e., what position you want and what your qualifications are. It should be work-centered and not self-centered.

- A clear job objective communicates professionalism to prospective employers. It gives the impression of career maturity.

- Being purposeful means being able to communicate to employers what you want to do. Employers are not interested in hiring confusing individuals.

- Many employers are not clear about what they want in a candidate. Like most job seekers, employers often lack clear employment objectives. If you know what you want and can help the employer define his or her needs, you will be in a highly advantageous position.

- If you decide to include your objective in your resume, include it immediately following your contact information, i.e., just below your name, address and telephone number at the top of the page.

- If you have more than one objective you should have more than one resume.

Some of you may already have a clear objective. You may want to be a forestry technician for a large multinational firm, or a nurse at a rural health clinic. Some of you may have had job objectives, but your Peace Corps experience has broadened your horizons and shown you new possibilities, or for which you lack information or require additional education. Some of you may have not yet addressed the question "What do I want to do with my life?" You will need to explore what it is you want to do.

These questions notwithstanding, you are about to embark on a new adventure, one that offers you the opportunity to step back, think about who you are and where you are going, and make decisions based on careful planning and knowledge.

You have already taken the first step in the process of career development, that is, looking at your skills and abilities, your motivations, interests, dreams, knowledge, preferences, experiences, temperament, values and education.

The next step is career exploration. This involves gathering career information, setting your objectives, researching organizations, individuals and communities, conducting information interviews, developing career alternatives and targeting jobs. Some of this you may begin here in this country. Some of it can only be completed once you have returned to the States.

Career exploration involves gathering information about career areas of interest to you. It involves reading about various fields and, more importantly, talking to practitioners and academicians. For example, if you are interested in Public Health, talk to field workers who are doing what you think you might want to do. Talk to their supervisors. Talk to the professors who trained them. Find out what skills you would need, what training you would require, what the job market is like and where it is going. In short, gather as much information about the field as you can. Then compare the field with your self-analysis to decide if that is what you want to do.

Additional details about information gathering, interviewing, and setting objectives are available in the Career Resource Manual and in the many books on career development and job hunting. What Color is Your Parachute by Richard Bolles, Go Hire Yourself an Employer by Richard Irish, Re-Careering in Turbulent Times by Ronald Krannich, and Guerrilla Tactics in the Job Market by Tom Jackson, are only a few examples of available resources.

GUIDELINES FOR WRITING A CAREER OBJECTIVE

A CAREER OBJECTIVE:

- Must be brief and clear.
- Must be a statement of what you want to do and what you have to offer an employer.
- Must be work-centered, not self-centered.
- Must reflect your honesty and integrity.
- Must state the type of position you want.
- May state the type or types of organizations in which you would be interested in working.
- May include brief information about special interests; types of populations/products/services with which you would like to work.
- Should not contain trite terms or "canned" resume language such as "opportunity for advancement," "position working with people," "progressive company," "creative position," etc.

If you have more than one objective you should have more than one resume.

If you decide to include your objective in your resume, include it immediately following your contact information; that is, just below your name, address and telephone number.

SESSION 7: EXPLORING YOUR OPTIONS, PART 1

SESSION 7: EXPLORING YOUR OPTIONS, Part 1

RATIONALE:

Formerly, COS Workshops were geared toward helping Volunteers to make the transition to the U.S. and organize their job search campaigns. Today, Volunteers have a diversity of interests for life after Peace Corps, including career development, entrepreneurial pursuits, farming, additional education and training, other volunteer opportunities and retirement.

This session provides an opportunity for participants to choose where they would like to invest their energies in the Workshop as they prepare for the future.

Based upon your understanding of the different types of interests among the participants, you may decide to have simultaneous work groups for persons interested in (1) resume writing and managing the job campaign; (2) determining graduate or continuing education programs; or (3) pursuing other options (i.e., business, retirement, etc.) This would be most easily facilitated in a co-training situation.

The exercises in this session are grouped by tracks, corresponding to the three groups identified above. The time-frames vary, so that Volunteers could conceivably participate in more than one track.

TOTAL TIME: 2 - 2-1/2 hr. (with simultaneous work groups)

GOALS:

To provide an opportunity for participants to explore information and strategies to meet personal goals upon their return home by:

- becoming familiar with the mechanics of writing a resume and managing a job campaign;
- developing strategies on how to choose an appropriate graduate/continuing education program and find financial assistance; and
- identifying sources of information and developing strategies to pursue other endeavors, e.g., starting a business, planning for retirement, etc.

TRAINER PREPARATION:

1. Review all the exercises in the three tracks. Become familiar with the articles and the worksheets for each exercise.
2. If co-training, brief co-trainers on the expected outcomes of the session, and their roles and responsibilities, if any.

If there are no co-trainers, decide how you will facilitate the session to allow participants an opportunity to choose the track(s) appropriate for them.

3. Prepare flipcharts and any resource materials needed for each track.

MATERIALS NEEDED:

Flipcharts, Marker Pens, Tape

Participant's Handbook:

Track 1: Managing Your Job Search Campaign

- Activity Instructions
- List of Active Verbs
- Sample Resumes

Track 2: Educational Opportunities

- Activity Instructions
- Educational Opportunities Worksheet
- "Educational Opportunities: Additional Resources"

Track 3: Other Options

- Activity Instructions
- "For Those Who Have Considered Starting a Business"

PREPARED FLIPCHARTS:

Overall Goals of Session

Goals and Activity Instructions for Each Track (1 - 3)

PROCEDURES:

notes:

TRAINER'S NOTE:

To easily facilitate this session with only one trainer it is helpful to note that the information from Sessions 5 and 6 and the Skills & Interests Self-Assessment Sections 4 through 8 have provided a base of knowledge for individual participants to use during this session.

After participants have chosen which track they would like to pursue, there are some common exercises for all participants: Networking and Informational Interviewing. Participants could work individually or in small groups within each track. Materials in the Career Resource Manual, the Senior Volunteer Resource Manual, Skills & Interests Self-Assessment, as well as articles and worksheets in the Participant's Handbook will be helpful for all tracks. You will need to monitor groups and give individual assistance as needed. Exercises in Part 2 on Networking and Informational Interviewing can be done in the large group.

The procedures for this session are given as if there is only one facilitator. A 15-minute break has been included in the time-frames for each track for your convenience.

1.A Introduce the purpose and goals of this session, covering the following points:

purpose,
goals
10 min.

- In Sessions 5 and 6, you examined your work values, reviewed the skills you identified in the Skills & Interests Self-Assessment, and developed objectives for your career/life/work/job.
- This session provides an opportunity for you to develop strategies for meeting your objectives. There are three tracks in this session to create flexibility in addressing your needs. The overall goals of this session are:

notes:

PROCEDURES:

GOALS OF SESSION

To provide an opportunity for you to explore information and strategies to meet personal goals upon your return home by:

- becoming familiar with the mechanics of writing a resume and managing a job campaign;
- developing strategies on how to choose an appropriate graduate/continuing education program and find financial assistance;
- identifying sources of information and developing strategies to pursue other endeavors, e.g., starting a business, planning for retirement, etc.

preparation of work groups 10 min.

1.B Describe how the session will be organized and time limits for each part. Present the goals and activities for each track while discussing the flow of the session.

[Refer to Support Materials section for each track's goals and activity instructions.]

C Ask participants to choose which track(s)/work group they intend to attend.

Instruct them on where they will do their activity (i.e., in a break-out room, an area of the meeting room, etc.) Have each work group select a timekeeper; brief the timekeepers on their responsibilities for monitoring progress of the work groups and advising them of time at appropriate intervals.

[You may need to modify the role of timekeepers to meet the needs of the group and your facilitation.]

PROCEDURES:

notes:

Entertain and answer any questions about the session, the tracks and their goals, timing, etc., prior to the work groups forming to begin. Emphasize that the work groups are primarily self-directed and the facilitator is an additional resource for Volunteers to consult as needed.

TRAINER'S NOTE:

It would be helpful to have on a prepared flipchart an outline of the flow of activities and time-frames for accomplishing the work of the session. The goals and detailed instructions for each track are included in the Participant's Handbook for your convenience. Any changes should be explained before the work begins.

SESSION 7

SUPPORT MATERIALS:

- Track 1: Managing Your Job Search Campaign (p. 159)
  - Activity Instructions (p. 159)
  - List of Active Verbs: Key Words for More Effective Resumes (p. 161)
  - Sample Resumes (p. 165)
- Track 2: Educational Opportunities (p. 179)
  - Activity Instructions (p. 179)
  - Educational Opportunities Worksheet (p. 181)
  - "Educational Opportunities: Additional Resources" (p. 187)
- Track 3: Other Options (p. 189)
  - Activity Instructions (p. 189)
  - "For Those Who Have Considered Starting a Business" (p. 191)

[All of the materials are also in the Participant's Handbook]

TRACK 1: MANAGING YOUR JOB SEARCH CAMPAIGN

GOALS: To provide you with information about the mechanics of writing an effective resume.

To assist you in developing strategies for conducting a job search campaign, establishing contacts, interviewing, and maintaining your morale throughout the campaign.

MATERIALS NEEDED:
Career Resource Manual (CRM)
Skills & Interests Self-Assessment (SISA)
Participant's Handbook
Writing Paper, Pens/Pencils

ACTIVITY INSTRUCTIONS:

1. Review the work you did on work values ranking; career/job/work/life objectives; skills identification and background information in the Skills & Interests Self-Assessment, pp. 7-22. (10 min.)

2. Using the Career Resource Manual (pp. 14-22), and the sample resumes in the Handbook as references, choose the format for your resume that will best suit your background, experience and job objective. Consult with the facilitator for assistance as needed. (10 min.)

   Begin to outline/format your resume. Take 45 minutes to complete personal heading, a job objective, a brief description of the major skills and experience you want to promote/market, and descriptions of the accomplishments of two jobs (i.e., your Peace Corps assignment and another job/work experience.)

3. After you have completed the work in #2, choose a partner and review your work. Take 30 minutes to review. Things to consider in your review are:

   - Clarity of language used in describing the job objective, skills, experience and accomplishments.
   - Use of active verbs to describe what you have done. (Refer to Participant's Handbook for extensive list of active verbs.)
   - Appropriateness of the format of the resume (i.e., chronological, functional, or a combination).

4. After you are finished with the review, take a 15-minute BREAK.

   Return to this group after the BREAK.

(Total Time For This Portion: 1 hr. 50 min.)

LIST OF ACTIVE VERBS:
KEY WORDS FOR MORE EFFECTIVE RESUMES

accomplished
achieved
acquired
acted
addressed
adjusted
administered
advertised
advised
aided
alerted
allocated
analyzed
annotated
answered
anticipated
applied
appraised
appreciated
arranged
articulated
ascertained
assembled
assessed
assigned
assisted
assured
attained
attended
audited
authored
balanced
bargained
began
bought
briefed
brought
budgeted
built
calculated
cared (for)
carried out
catalogued
categorized
chaired
challenged
changed
channeled
clarified
classified
closed
coached
coded
collaborated
collated
collected
comforted
committed
communicated
compared
competed
compiled
completed
composed
computed
conceived
concluded
conducted
confronted
constructed
contacted
continued
contracted
contributed
controlled
conveyed
convened
cooperated
coordinated
copied
corrected
corresponded
counseled
corrected
created
critiqued
cured
dealt (with)
decision-making
defined
delegated
delivered
demonstrated
derived
designed
described
detected
determined
developed
devised
diagnosed
directed
discovered
discussed
dispatched
dispensed
displayed
dissected
distributed
diverted
drafted
dramatized
drew
drove
edited
educated
elicited
empathized
employed
empowered
enabled
encouraged
endured
enlightened
enlisted
ensured
entertained
established
estimated
evaluated
examined
exchanged
executed
exercised
exhibited
expanded
expected
expedited
experimented
explained
expressed ideas
facilitated
figured out
filed
financed
focused
followed through
forecasted
formed
formulated

functioned
gathered information
generated
graded
grouped
guided
handled
helped
identified
illustrated
imagined
implemented
imposed
impressed
improved
increased
influenced
informed
initiated
innovated
inquired
inspected
inspired
installed
instilled
instructed
insured
interacted
interpreted
intervened
interviewed
introduced
invented
inventoried
investigated
involved
joined
judged
kept
learned
lectured
led
licensed
listened
located
made
maintained
managed
manipulated
marketed
mastered
measured
mediated
met
memorized
mentored
modeled
modified
molded
monitored
motivated
named
negotiated
observed
obtained
operated
ordered
organized
outlined
oversaw
paired
participated
perceived
performed
persevered
persuaded
planned
played
possessed
predicted
prepared
presented
printed
processed
produced
programmed
prohibited
projected
promoted
proof-read
protected
provided
publicized
published
purchased
qualified
quantified
questioned
raised
rated
recognized
recommended
reconciled
recorded
recruited
referred
regulated
related
remembered
rendered
reorganized
repaired
reported
represented
reproduced
researched
resolved
responded
restored
retrieved
reviewed
revised
risked
scheduled
searched
selected
selling
sensitized
served
serviced
set
shaped
shared
showed
simplified
skilled
socialized
sold
solicited
solved
sought
specified
spoke
staged
stimulated
structured
studied
succeeded
suggested
summarized
supervised
supported
surveyed
synthesized
systematized
talked
targeted
taught
tended
tested
took initiative
traced

trained
translated
treated
trouble shooting
tutored
typed
updated
united
used
utilized
verified
visualized
volunteered
wrote

SAMPLE RESUMES*

- Artist
- Assistant TV Producer
- Copywriter
- Editor
- Hospital Administrator
- Nutritionist
- Photographer
- Program Developer
- Social Worker
- Teacher
- Travel Agent

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* Sample resumes taken from Tom Jackson's The Perfect Resume (Garden City, N.J.: Anchor Books/Doubleday, 1981).

KATY STRONG
145 FIFTH AVENUE
NEW YORK CITY 10056
h(212)843-8990/w(212)345-7880

PASTE-UP/MECHANICALS
GRAPHIC DESIGN

Produced paste-ups and mechanicals for the weekly "close" of Newsday magazine.

Designed brochures, booklists, selected type, conceptualized and produced monthly silkscreen posters, and planned displays for a major metropolitan library.

TECHNICAL ILLUSTRATION
JUNIOR ARTIST/FORMS DESIGNER

Mastered "LeRoy" lettering technique and created technical illustrations for research publication in the department of Photo-optics at the State University of New York at Buffalo.

Designed and executed business and academic forms, charts, graphs, brochures. Designed (with calligraphy) certificates and awards in the department of Management Systems of the State University of New York at Buffalo.

DRAWING BOARD ARTIST
FREE-LANCE ARTIST/ PHOTOGRAPHER

Interfaced between client and printer from the drawing board in a commercial printing shop. Produced numerous printed materials from business cards to annual reports; supervised typesetter.

Supervised a commercial photographic studio and undertook diverse free-lance jobs including producing a 3 X 5 foot map of the State University campus, large lettering assignments, portrait and product photography for private individuals, and slide shows for a hospital and the University.

Free-Lance Artist: 1977-Present
State University of New York, Buffalo, New York: 1974-1977
Len Koch, Inc. (commercial printing) Smithtown, New York: 1976
Buffalo Public Library, Buffalo, New York: 1972-1974
Newsday, Inc., Chicago, Illinois: 1971-1972

B.A. - General Studies/Social Sciences: the University of Chicago. 1971.
One year of commercial and fine arts courses: the School of Visual Arts. 1974.

Ms. Strong is an artist. She can use strong graphics--she's in that field. She used a combination format since her work history is free-lance and she's had a lot of jobs. Her job target is graphic design.

Assistant TV Producer

Functional
No Dates

MARIAN WILSON
225 Maitland Avenue, Teaneck, N.J. 07666
201-686-1210

TELEVISION

Produced and directed the following video productions: The Art of Batiking, The Impossible Dream, The Creative Process, and Wildlife Conservation. Organized all aspects: scriptwriting, audio selection and placement, set design--including furniture building and prop acquisition, lighting design and crew, casting, making slides and cue cards; planning camera shots, angles and composition.

FILM

Produced and directed the following: Everybody is a Star and Love is a Beautiful Thing. Handled camera work, editing, splicing, lighting and soundtrack. Designed and produced all graphics.

RADIO

Produced a tape demonstrating special effects including echo, reverberations, and speed distortion. Developed a 20 minute documentary: handled interviewing, narration, editing and splicing, and final taping.

TECHNICAL SKILLS

Operate:
- for T.V.--studio cameras, porta-paks, and switching panel;
- for film--various super 8mm cameras, viewers, splicers, and 16mm projectors; and
- for radio--audio console, turntables, various tape machines, handle cueing and mixing.

EDUCATION

B.S. Broadcasting and Film, Northeastern University, 1977
Third Class Operator Permit F.C.C., 1976

MANDY MILES

450 West End Avenue
New York, New York 10023
(212) 787-1993

WRITING-FREELANCE

. Wrote twelve article series on personal development, fashion and home furnishings for Co-Ed magazine.
. Wrote feature articles for Ingenue magazine.
. Created home-sewing shows for Co-Ed given in major department stores across the country.
. Co-authored paperback book on teenage problems for Pentamex Publications.

FILM STRIP PRODUCTION

. Produced "Loving Relationships"--a half hour film strip for high school students for Co-Ed. Wrote "Beautiful Foods" filmstrip for Co-Ed.
. Edited over 50 filmstrips for use by high schools in area of music, art history and literature for Bramston Publications.

FUND-RAISING

. Assumed major responsibilities in scholarship fund-raising efforts.
. Created craft projects and directed weekly workshops which produced hundreds of items for large handcrafts bazaar.
. Organized theatrical and cultural benefits.

WORK HISTORY

1975-Present	Major fundraising projects	
1969-1975	Freelance Writing assignments	
1967-1969	Ideas for Youth Parameter Publications	Editor

. Wrote articles, produced photography, supervised art.

1963-1967	Co-Ed magazine	Fashion Editor

. Covered fashion Markets; supervised photography, art, layout, wrote copy; produced fashion show.
. Received award for editorial excellence from American Institute of Men's and Boy's Wear

1962-1963	Anik Robelin-Paris	Designer's Assistant

EDUCATION

1962	B.A. Art History/English	U.C.L.A.

Being in an artistic field, Mandy can be bolder in her design.

MARIANNE FURMAN
656 WYNDHAM ROAD
TEANECK, N.J. 07666
(201) 682-1342

EDITING	Responsible for production editing of social science textbooks for major publisher. Managed complete book production process from copy editing to printing and distribution. Successfully produced over a dozen textbooks.
WRITING	Wrote major best-selling study guides for fiction including Anna Karenina, War and Peace, Don Quixote, and four plays by Ibsen. Wrote introduction and recipes for widely-read community cookbook.
RESEARCH	Studied, wrote, published and widely distributed study materials about the lives and works of Tolstoy, Cervantes, and Ibsen. Developed and shared research techniques that cut participants' study time by 25%.
THERAPY	Counseled as psychotherapist dozens of individuals, couples, families and groups in mental health centers. Established successful experimental methods based on Viola Spolin's theatre games.
EDUCATION	M.S. Fairleigh Dickinson University - 1977 Clinical Psychology

Marianne is re-entering the job market after an extended period. Notice that there are no dates with her descriptions of experience.

Hospital Administrator Targeted

NED MILES
14 Rosewood Lane
Garden City, New York 11530
516-737-7280

JOB TARGET: HOSPITAL ADMINISTRATOR

CAPABILITIES:

- Handle in-depth coordinating and planning
- Direct complex activities in operations and finance
- Contribute to hospitals, health care facilities, HIP, Fortune 500 industrial and commercial corporations
- Manage commercial medical administration for headquarters as well as divisions
- Act as coordinating liaison among diverse groups
- Establish and maintain excellent budget reports

ACHIEVEMENTS:

- Developed and implemented policies and procedures for eight medical centers serving 125,000 HIP subscribers.
- Recruited and hired administrative staff for eight centers.
- Assisted Chief Administrator in training program preparation.
- Prepared and maintained capital project status and budget reports for New York City's 18 hospitals and care centers.
- Communicated directly with Executive Directors.
- Acted as liaison officer with contractors, vendors, department heads interrelating with medical staff regarding their needs.
- Coordinated multi-shop activities for a major health care complex.
- Established an on-site office for a major missile producer.
- Recruited, trained and directed employees responsible for stocking missile site with capital equipment spare parts.

WORK EXPERIENCE:

1974-Present	Pan Borough Hospital Center	Maintenance Control Planner
1971-1974	La Juania Medical Group	Administrative Coordinator
1970-1971	New York City Hospitals Corp.	Planning Analyst
1969-1970	New York University Hospital	AD. ASST-Director of Engineering
1952-1969	Various Corporate Gov't Contracts	Project Planner

EDUCATION:

1950	Columbia University

Emphasize expanded capabilities. De-emphasize frequent job changes.

ALICE KASIELEWICZ

Present	Permanent
123 Burgum Hall, NDSU Fargo, ND 58105 (701) 237-8329 or 241-2073	405 First Avenue Northwest Little Falls, MN 56345 (612) 632-5687

EDUCATION

North Dakota State University, B.S. 1979. Major: Administrative Dietetics
Minor: Business

EXPERIMENTAL METHODS AND RESEARCH

. Devised and carried out experiments in advanced food classes.
. Operated an assortment of precise laboratory measuring equipment.
. Wrote results and reported orally experimental findings.
. Designed experiment varying the oil in chiffon cakes.

RECIPE DEVELOPMENT AND MENU PLANNING

. Had a major role in development of the Cooking with Pictures project.
. Formulated and tested recipes in class and field evaluations.
. Critiqued and evaluated a variety of recipes.
. Assisted in creating the layouts and printing for recipes.
. Organized and edited promotional material in preparation for sales.
. Extensive experience in developing menus and market orders.
. Analyzed nutritional requirements for all age levels and food preferences.

FOOD PREPARATION

. Extensive experience in baking (with and without mixes) breads, cakes, and cookies for hundreds of people.
. Strong familiarity with all basic principles of food preparation.
. Have prepared complete, balanced and appetizing meals in quantities.
. Much work with home and commercial food preparation equipment.

FOODSERVICE MANAGEMENT

. Management of summer foodservice activities for 30 fraternity residents.
. Supervised all aspects of foodservice for a special weekend project during NDSU's Upward Bound program.
. Directed meal preparation for mentally handicapped residents.
. Took charge of all summer food procurement and preparation at Camp Watson.

EMPLOYMENT:

1976-1979	Dr. Bettie Stanislao, Food and Nutrition Department, NDSU
1978	Resident Dining Center, Auxiliary Enterprizes, NDSU
1978	Farmhouse Fraternity and Upward Bound at NSDU
1977	Mr. Vern Lindsay, Camp Director, Children's Village Family Service

COMMUNITY ACTIVITIES AND ORGANIZATIONS:

Involved in a variety of organizations including a Tasting Committee, Student Dietetic Association, Senior Citizen Nutrition Programs, and participated in a research project entitled "The Food Preservation Practices of North Dakota."

A college student capitalizing on extracurricular activities.

Photographer **Functional**

Margaret Sawhill
106 W. University Parkway
Baltimore, Maryland 21210
(301) 655-3178

MAJOR WORK EXPERIENCE

Photography	Staff photographer for magazine. Designed setup for and photographed food products. Covered trade convention personnel and equipment. Photographed restaurant interiors and institutional equipment. Shot outdoor scenics and nature closeups. Photographed how-to series on construction projects, food preparation, and maintenance. Illustrated articles on interior decoration. Taught basic photography to salesmen.
Writing	Researched and wrote scientific articles in fields of chemistry, mathematics, and physics. Converted scientific data into layman's language. Researched and developed articles on industrial equipment, plastics, and food service. Wrote instruction manuals on data processing procedures.
Editing	Edited technical and semi-technical manuscripts in science field. Solicited authors for technical articles. Edited trade magazine copy. Made layouts and dummied pages. Free-lance-edited science books.

EMPLOYERS	Edifice Magazine - Staff photographer, Assistant editor
	Miami Academy of Sciences - Associate editor
	Garbier, Inc. - Science editor
EDUCATION	Miami University, B.A. Maryland Institute of Art - Non-credit courses in painting

Left out dates of employers, as her most recent job was as keypunch operator.

AGATHA WHITEHEAD
6450 Lindell Blvd.
St. Louis, Missouri 63110
(314) 752-3438

CONFERENCE AND SEMINAR MANAGEMENT

1975-present As DIRECTOR OF PROGRAM DEVELOPMENT for Washington University School of Continuing Education, designed and staffed 40 programs focused on business and career development. Redesigned the career program to include: personnel management, basic and advanced career workshops, arts management, communication skills for secretaries, fundraising and grantsmanship, fundamentals of marketing.

Managerial and administrative responsibilities include: Course conceptualization and design, faculty hiring and salary negotiation, administrative staff supervision, brochure design, scheduling, coordination of direct mail, advertising, public relations, location selection and space re-negotiation.

1973-75 PROGRAM PRODUCER/HOST WNAL-FM, CLAYTON, MISSOURI

Originated VOICES, a weekly radio show focused on human development and public affairs. Topics included: career and life planning, women and management, EEO, Title IX, book and film discussion and reviews, job satisfaction, adult life stages and the quality of work life.

Production and administrative responsibilities included: research of topics, development of discussion formats, selection and scheduling of guests, promotion on air and off and interviewing.

1969-73 HUMANITIES INSTRUCTOR, CLAYTON CENTRAL SCHOOL DISTRICT

Improved student performance and teacher accountability. Developed and implemented innovative learning contracts incorporating needs assessment, performance objectives and joint student-teacher evaluation procedures.

Trained staff in individualized learning methods. Organized and coordinated a symposium on Futuristics and a community Ethnic Festival now held every year. Improved communications as a liaison among schools, Humanities departments and communities via direct mail, large and small group presentations and audio-visual programs on various topics.

EDUCATION:	St. Louis University	B.A. 1969
	St. Louis University	M.A. in progress

Recent course work in Video & Film Production at the New School, N.Y.
Seminars and conferences in Management, Organization Development, Human Resources and Training.

SAMUEL H. GREEN
387 PELHAM ROAD
NEW ROCHELLE, NEW YORK 10805
(914) 633-7875

1971-Present WESTCHESTER COUNTY PAROLE BOARD

Narcotics Parole Officer

Engaged in the rehabilitation of an average caseload of 40 certified addicts. Developed individualized programs for each client, according to need. This involved one-on-one counseling as well as frequent contact with client's family, incorporating them into treatment plan.

Created jobs for clients through contact with community agencies, such as: Operation Upgrade, and Cellblock Theatre. Provided training in basic job skills, as well as additional education through local community programs such as: Operation Comeback and Office of Vocational Rehabilitation.

1964-1971 WESTCHESTER COUNTY - DEPARTMENT OF SOCIAL SERVICES

Casework Supervisor/Caseworker

Supervised five caseworkers in two years. Instructed them in agency procedures and casework techniques. Responsible for managing 300 active cases in the unit. Maintained controls for numerous required reports. Created time management system for employees to organize their work for maximum productivity.

Provided needed services as a caseworker for families seeking public assistance. Counseled clients individually, gearing the goal to fit each need. Set up special services such as homemakers for the aged and blind. Implemented plans such as employment, basic education and nursing homes. Maintained accurate and complete records on each client. Achieved highest record in casework unit in one year of clients' removal from public assistance roles.

1964 B.B.A. St. John's University

Used chronological format, as he's staying in the same career area.

JAN LEAH ERMAN

1540 42nd Street
Brooklyn, New York 11218

JOB TARGET: ELEMENTARY SCHOOL TEACHER

CAPABILITIES:

*Prepare outlines for daily and monthly course of study.
*Lecture and demonstrate with audiovisual teaching aids.
*Prepare, administer and correct tests.
*Maintain order and discipline in large and small classes.
*Counsel and direct children with learning difficulties.
*Counsel parents and direct them into remedial action for specific cognitive or emotional problems of children.
*Train and develop children in verbal self-expression.

ACHIEVEMENTS:

*Trained two learning disabled children to achieve full integration in public school class within two weeks.
*Tutored six "underachievers" in remedial reading; all six finished in upper 20% of class by end of year.
*Developed new system for reporting reading comprehension analyses now used in school system city-wide.
*Introduced audiovisual techniques for math learning into Grade 2 with much success.
*Cited as Teacher of the Year in school of 800 in 1977.

WORK HISTORY:

1972 - Present	Yeshiva Havram Secular Division - Brooklyn, New York Fifth & Sixth Grades	
1971	Dowd Communications	Production Assistant

EDUCATION:

1975	M.S. in Education Emphasis on Reading in Elementary Schools	New York University
1971	B.A. in Sociology Minor in Elementary Education	Brooklyn, New York

ELLEN T. LONDOFF
450 Fort Washington Avenue
New York, New York 10033
(212) 668-3470

WORK EXPERIENCE

LEISURE TRAVEL SALES, INC.
15 East 40th Street
New York, New York

1975-Present

Sales/Marketing: Developed wholesale travel department within this company. Focused on individual and group travel programs for executive level, employees, groups, civic, and fraternal organizations. Designed incentive programs for sales force within several companies.

Advertising: Evaluated profitability of advertising strategy. Responsible for selecting best vehicles for copy and promotion. Utilized demographical, information and readership data of trade publications and journals for determining advertising campaign. Personally wrote advertising copy for major ads.

Research: Examined which specific facilities and destinations would best service each group's style, budget, and conference needs. Surveyed industries, and developed individual presentations for conference planning.

Budgeting: Planned budgets for each program. Negotiated hotel contracts. Costed out internal operational costs (reservations, documentation, ticketing, itinerary planning). Budgeted out advertising expenditures from copywriting to final printing and placement stages. In first year of program reduced operational costs by 20%.

1971-1975

BIGGER MAN APPAREL, INC.
Orange, Connecticut

Customer Service Representative.
Responsible for all manufacturing sources meeting delivery deadline obligations. Duties included merchandising, pricing, buying, and general sales. Worked on all phases of company advertising.

EDUCATION

ADELPHI UNIVERSITY, Garden City, New York B.A. Liberal Arts

TRACK 2: EDUCATIONAL OPPORTUNITIES

GOALS: To provide an opportunity for you to investigate possible educational programs to meet your needs.

To provide information about how to choose a graduate/continuing education program and locate financial assistance.

MATERIALS NEEDED:
Skills & Interests Self-Assessment
Career Resource Manual
Senior Volunteer Resource Manual (optional)
Participant's Handbook:
  Educational Opportunities Worksheet
  "Educational Opportunities: Additional Resources"

ACTIVITY INSTRUCTIONS:

1. Review the work you did on career/life/job/work objectives; skills identification and background information in your Skills & Interests Self-Assessment, pp. 7-22; and work values ranking.

   Take 15 minutes to refresh your memory and update where necessary.

2. Complete the Educational Opportunities Worksheet. (30 min.)

3. After completing the worksheet, choose 1 or 2 other persons and discuss your answers. Group members should help each other identify and/or clarify expectations about the desired area of study or type of program, the realism of its ability to satisfy personal or professional goals. Group members can also share any information that may help other members in their quest for an appropriate education/training program and institution.

   Take 30 minutes for this discussion, in total.

4. After discussions, take a 15-minute BREAK. Reconvene in work group afterwards, and consult facilitator for the next step.

(Total Time For This Portion: 1 hr. 30 min.)

EDUCATIONAL OPPORTUNITIES WORKSHEET

If you have considered continuing your education or seeking additional training in a particular field, this worksheet provides an opportunity for you to:

- identify (or refine) your goals and objectives for continued education/training;
- clarify what skills, knowledge and experience you bring to your education/training program, and
- identify some characteristics you would like in an educational program and institution.

Record your ideas and answers directly onto this worksheet. Your Skills & Interests Self-Assessment (SISA), pp. 7-22, may be valuable as you complete this worksheet.

1. WHAT DO I WANT TO LEARN	REASONS WHY

2A. **WHAT DO I BRING TO THIS EDUCATION/TRAINING EXPERIENCE?** (Consult your SISA for selecting the more appropriate skills, training, experience for this section.)

SKILLS & ABILITIES:

KNOWLEDGE & TRAINING:

EXPERIENCE:

RELATED INTERESTS:

2B. **PUT A CHECK MARK NEXT TO THOSE ITEMS LISTED ABOVE WHICH ARE DIRECTLY RELATED TO YOUR FIELD OF STUDY, OR TRAINING FOCUS.**

3. **COMPARE THE LISTS IN #1 AND #2. DOES YOUR DESIRED AREA OF STUDY:**
(Check the most appropriate response)

☐ represent further training in your chosen career/field?

☐ complement your skills, abilities, prior education or training, and experience?

☐ represent a major shift in career or life direction from your prior experience and training?

☐ represent a combination of the items above? (Please specify what combination.)

4. **HOW DO YOU FORESEE THIS ADDITIONAL EDUCATION/TRAINING HELPING YOU TO:**

A. **REACH YOUR PROFESSIONAL GOALS?**

B. **REACH YOUR PERSONAL GOALS?**

5. **WHAT CHARACTERISTICS DO YOU FEEL YOUR LEARNING ENVIRONMENT SHOULD HAVE IN ORDER TO HELP YOU ACHIEVE YOUR EDUCATIONAL GOALS?** (Select as many characteristics as appropriate.)

A) **Type of study programs:**

___ Structured classes and study program

___ Independent study for course requirements and personal interests

___ A mixture of structured classes and independent study

___ A full-time course load

___ A part-time course load

___ A study program that allows students to work (possibly full-time) and take classes on weekends and at night

___ Credits given for life experience, prior education or training

___ Opportunities for practical experience, internships or experiential learning in your field of study

___ A program highly respected in your field/profession

___ A credible study program in your field (instead of a prestigious program)

___ Opportunities to study abroad, or at other U.S. institutions

___ Opportunities for volunteer work or involvement in the community

___ OTHER: (PLEASE SPECIFY)

B) Type of institution, faculty and education services:

___ A large campus or school

___ A medium-sized campus or school

___ A small campus or school

___ A campus located in or near a large metropolitan area

___ A campus located in a small or medium-sized urban area

___ A campus located in a rural area

___ An institution or campus located near my residence

___ A friendly and supportive school administration and faculty

___ Strong professional guidance in field of study

___ A large or influential professional network through the institution

___ A prestigious school name

___ A credible faculty

___ Successful job placement/career counseling services

___ Supportive student counseling services

___ OTHER: (PLEASE SPECIFY)

6. WHAT CONCLUSIONS CAN I DRAW ABOUT THE TYPE OF INSTITUTION I PREFER OR THE EDUCATION/TRAINING PROGRAM I SEEK?

7. WHAT INFORMATION DO I STILL NEED, IF ANY, TO MAKE A DECISION ABOUT THE INSTITUTION OR THE PROGRAM THAT IS BEST FOR ME?

EDUCATIONAL OPPORTUNITIES: ADDITIONAL RESOURCES

There are a host of resources you can consult to help choose an appropriate education program or institution, and locate financial assistance. Peace Corps' Returned Volunteer Services (RVS) has many resources to assist you. Refer to your Career Resource Manual for a detailed listing of the pamphlets, resources and services available to you.

A particular resource that would be invaluable is a list of schools offering financial assistance, fellowships, assistantships and academic credit to returned Peace Corps Volunteers. The 1986 listing describes more than 67 institutions offering the assistance outlined above. It also contains a listing of general sources of financial aid, including:

- fellowships for persons pursuing graduate degrees in business, science and the humanities;
- foundations offering loans, or opportunities to study abroad; as well as
- sources of information and assistance which cater to the needs of women, minorities and the disabled.

This listing is updated annually.

If you are COSing, it would be advisable to write/call/visit RVS upon your return to the U.S. If you are extending your service, it would be wise to contact RVS now or while you are on home leave. To acquire information from colleges, universities, etc., while overseas can be tedious, but not impossible. [A NOTE OF CAUTION: Many institutions are reluctant to send catalogs overseas. Investigate the proper, or most expeditious, way to have information sent to you through Peace Corps. Your local staff will be able to advise you.]

TRACK 3: OTHER OPTIONS

GOALS: To provide information about a variety of sources available in order to further research your goals, such as retirement planning, entrepreneurial pursuits, etc.

To provide an opportunity for you to develop/refine strategies to meet your identified needs and goals.

MATERIALS NEEDED:
Skills & Interests Self-Assessment
Participant's Handbook:
"For Those Who Have Considered Starting a Business"
Career Resource Manual
Senior Volunteer Resource Manual
Flipchart, Paper, Markers, Pens/Pencils

ACTIVITY INSTRUCTIONS:

1. In your small group discuss what your goals and needs are for the future; identify, if you can, what you would like to accomplish with this session. Some examples are to:

   - develop a list of places to visit and ideas on whom to contact to get best routes and prices for travel;
   - list sources of information about financial planning, medical insurance for those aged 50 and over;
   - research information about other volunteer opportunities internationally and in the U.S.; and
   - explore how best to use my talents, such as how to start a business, etc.

   [Depending upon the number of people in the small group, the time for this discussion will vary. Suggested time for the discussion is 15 - 25 minutes.]

2. Based upon the common interests, choose one or two other persons with whom you would like to work. BRAINSTORM ideas for each person's goals or plans.

   Take 5 minutes (maximum) per person to brainstorm.

   Remember, when you brainstorm, anything goes. No idea is outlandish. After the brainstorming, each person can then evaluate the appropriateness/viability of each idea in accordance with his/her personal criteria.

3. Take your set of 'brainstormed' ideas and evaluate each:

   Does it help meet a need?
   Could it help you reach your goal?
   How comfortable would you feel doing it?
   What could you learn from the experience, if anything?

   Also review the work you did in Sessions 5 and 6: Work Values Ranking, Career/Job/Work/Life Objective; and review your Skills & Interests Self-Assessment. This information could be of assistance as you review the brainstormed ideas.

   Take 20 minutes (maximum) for this evaluation.

4. Once you have sorted out the more viable ideas/options and identified how they will be helpful in reaching your goal(s), develop an action plan to reach your goal.

   If an action plan is not feasible, write your strategies for acquiring additional information, finding resources, etc., in order to develop an action plan.

   NOTE: An 'action plan' is merely a prioritized list of things to do in order to accomplish an objective or goal. Structure your 'action plan' in a way that makes sense to you.

   For those who are interested in starting a business, see the article "For Those Who Have Considered Starting a Business" in your Participant's Handbook.

   For Senior Volunteers, consult your Senior Volunteer Resource Manual for agencies, information sources, etc., that may not be included in the Career Resource Manual.

   Take 30 minutes to review any information needed and devise an action plan.

5. Form your small group again. Describe what you learned from this exercise and your strategy/action plan. (15 min. maximum for summary)

6. After summaries in your small groups, take a 15-minute BREAK. Then reconvene in your work group and consult the facilitator on the next step.

(Total Time For This Portion: 1 hr. 50 min. - 2 hr.)

FOR THOSE WHO HAVE CONSIDERED STARTING A BUSINESS

Want to be your own boss? Have a great idea for a new product or an improved version of an existing product? Do you like managing your own time, making decisions, accepting their consequences and not feeling blue about it? Can you imagine the creativity, independence and glamour of being a successful entrepreneur? The answers to these questions and many more may have filled your dreams, fantasies, hopes and desires about marketing a product. Your product could be a commodity that is manufactured, grown or a service, i.e., vegetables, fruit, flowers, computers, photography, organizational development experience, training/facilitation skills, accounting, designing, engineering, fashion, janitorial services, floral design services, wholesaling, etc.

This list can go on and on; for any idea you have, there can be a business started to sell it. The big question is, "What combination of products, services, expertise, business organization and financial investment will bring you SUCCESS?"

Over 50 percent of small businesses fail. That's a discouragingly high mortality rate! The primary reasons for failure are inexperience, incompetence, mismanagement, and under-capitalization.

How can you organize and develop your idea/product/service to overcome the obstacles and survive? Factors which make the difference between success and failure are money, expertise in a particular field, motivation, determination/perseverance, access to expert advice and time. It often takes money to buy the time. However, with careful planning and management of the resources available to you, your business can have a fair chance to succeed.

If your enthusiasm and drive have not been hampered by the dismal facts about success and failure of small business, keep reading. There are some things you can do now toward making your idea a reality.

It will be important for you to examine your motivations for going into business and to identify what you expect to gain from this venture. There are no rights or wrongs--just be honest with yourself. You will need to determine how much money you want to make from the investment of your time and finances in order for the business to be a personal success. Also identify what obligations (financial and otherwise) you will need to fulfill while developing and running your business, and whether the income from the business will be your primary or secondary income.

Below is a short checklist of things to ponder as you refine your business idea. Start now and revise/amend these ideas as you continue to research and develop your venture.

GETTING STARTED IN BUSINESS: RESEARCH AND DEVELOP YOUR IDEA

1. **DEFINE YOUR IDEA ON PAPER.**

   - What will your business do?
   - Are you creating a demand or supplying one? Examine the differences in marketing strategies for each: i.e., what is needed to supply a demand? to create a demand?
   - Describe in detail your product/service; identify where it will be developed/manufactured, what services you will offer and how those services will be administered.
   - What will you name your business?

2. **DEVELOP AN OUTLINE OF THE CHARACTERISTICS OF THE COMMUNITY THAT YOU WILL SERVE.**

   - Identify the social and economic status of the community; its interest in or need of your product; the banking services available and supportive of your business; access to support services, expert advisors, etc.

3. **OUTLINE HOW YOU WILL MARKET YOUR IDEA.**

   - Define your market.
   - Describe various alternatives on how you will reach your market.
   - Decide how you will enter the market.
   - Describe the image you want your business to have or project.

4. **IDENTIFY THE PEOPLE NEEDED TO MAKE THIS VENTURE "HAPPEN."**

   - Start with yourself: Detail your work and life experiences, skills and talents, strengths and weaknesses. Include your analysis--at this point--of what the job of running your company will entail.
   - Determine who you will need to assist you in this venture: a partner? employees? List the desired characteristics or assets each person should bring to the business.
   - Identify the key businesses/services/expertise you will need outside of your business for support and a smooth operation, (e.g., suppliers, postal services, independent contractors, business contacts, insurance agent, lawyer, accountant, banker,

marketing or management consultant, etc.). Include what services you expect to receive from them.

5. **DETERMINE THE FINANCIAL INVESTMENT NEEDED TO LAUNCH AND MAINTAIN THE BUSINESS THROUGH ITS FIRST YEAR.**

   - Estimate how much capital it will take to launch your business. Consider the if-all-goes-well estimate and the shoe-string budget. These estimates will give you an idea of the upper and lower limits for getting started. Your estimate should include the costs for: legal fees, organizational start-up, rent, utilities, decor and fixtures, inventory, advertising and promotional efforts, stationery, brochures, insurance and a cache for the unexpected. Be generous--it will probably be more than you expect!

   - Estimate how much capital will be needed to operate for the first 12 months; 18 months; 24 months. Include taxes, salaries, and growth capital.

It will also be helpful to let your imagination run wild with Murphy's Law, and then develop strategies and alternative solutions for every pitfall. Don't forget to write them down!

Lists of resources are provided on the following pages. As services and information change with time, please be sure to ask for the most current information and services offered by these sources. It is hoped that these sources will be useful as you refine your business idea.

GOOD LUCK !!

SOME INFORMATION SOURCES

Bureau of the Census, Washington, DC 20233. [Write for a listing of for-sale booklets on business demographics.]

Chamber of Commerce of the U.S., 1615 H Street, NW, Washington, DC 20036. [Publishes sources of state information and state industrial directory. Write for list and prices.]

Directory of U.S. Importers, Journal of Commerce, 99 Wall Street, New York, NY 10005.

Encyclopedia of Business Information Sources. Gale Research Company, Book Tower, Detroit, MI 48226. [A good resource for any business information.]

Federal Trade Commission, Washington, DC 20580. [Write for listing of publications.]

The Freelancer's Bible. Kroll Enterprises Inc., P.O. Box 231, West Orange, NJ 07052. [Published by state; a guide to creative self-employment, covering every aspect of going into business freelance.]

National Association of Accountants, 919 Third Avenue, New York, NY 10022. [Has more than three hundred chapters nationwide; offers free assistance to anyone starting a business.]

National Trade and Professional Associations of the U.S. and Canada, published by Columbia Books, Inc., Room 631, 734 Fifteenth Street, NW, Washington, DC 20005. [See library reference section.]

Small Business Administration, 1441 L Street, NW, Washington, D.C. 20416. [Sponsors a number of business seminars and volunteer management programs for small business owners, and publishes a catalog of free business information booklets. For information, write the national headquarters or contact your regional field office.]

Standard Periodical Directory, Oxbridge Directories, Inc., 150 East 52nd Street, New York, NY 10022. [See your library reference section. Lists more than 63,000 U.S. and Canadian periodicals.]

Standard Rate and Data Service (found in library reference section; also publishes Business Publication Rates and Data, a monthly publication listing all industry periodicals by type of business.)

U.S. Department of Agriculture, Office of Information, Washington, DC 20402. [Write for a list of services and publications; some handcrafts fall under its aegis.]

U.S. Department of Commerce. [For the address of the district office nearest you, write to: District Office, U.S. Department of Commerce, Room 1406, Mid-Continental Plaza Building, 55 East Monroe Street, Chicago, IL 60603. (It furnishes a publications catalog which aids businesses, franchises, and industry. Catalog and publications available from any of the 42 district offices.)

The Economic Development Administration of the Department of Commerce (EDA) has research and development centers in 12 major cities; provides technical assistance to small business owners, and helps to find capital and develop loan packages.

The Wharton School of Business, University of Pennsylvania, Thirty-fourth and Spruce, Philadelphia, PA 19104. [Periodically sponsors seminars around the country on "How to Successfully Start Your Own Business." Write for details and schedules.]

PERIODICALS

Entrepreneur Magazine, monthly publication by Chase Revel, Inc., 631 Wilshire Boulevard, Santa Monica, CA 90401. [The magazine has detailed start-up manuals on more than 100 businesses. Cost: $5-20 each. For list of titles, write: Research Department, International Entrepreneurs' Association, at the above address.]

Free Enterprise, bi-monthly magazine, 1212 Avenue of the Americas, New York, NY 10019.

Joy of Money Newsletter, a monthly newsletter published by Joy of Money, Inc., 9301 Wilshire Boulevard, Beverly Hills, CA 90210. [Offers financial education to women through seminars and the newsletter.]

National Business Publications, 1913 Eye Street, NW, Washington, DC 20006. [Write for information on business periodicals pertaining to your particular industry.]

Prime Time, 264 Piermont Avenue, Piermont, NY 10968. [A newsletter for older women.]

Small Business Reporter, published by the Bank of America, Department 3120, P.O. Box 37000, San Francisco, CA 94137. [Current issues are available (free) at any Bank of America community office. Back issues can be obtained for $1 per copy. They offer profiles on many different types of businesses as well as business operations and management, including "Opening Your Own Business: A Personal Appraisal" (Vol. 7, No. 7) and "Steps to Starting a Business" (Vol. 10, No. 10).]

BIBLIOGRAPHY

This listing represents a variety of books that may prove useful for the potential entrepreneur. Consult your local library and book stores for additional sources. The more you read, the better.

Allen, L.L. Starting and Succeeding in Your Own Small Business. New York: Grosset & Dunlap.

Anderson, C.B., and G.R. Smith, editors. A Manual on Bookselling: How to Open and Run Your Own Bookstore. New York: Harmony Books/Crown.

Baumback, Clifford M., Kennety Lawyer and Pearce C. Kelley. How to Organize and Operate a Small Business. Englewood Cliffs, NJ: Prentice-Hall. (Includes extensive bibliography on specific subjects.)

Beck, B.M. and F.A. Tillman. Family Owned Business. Chicago: Commerce Clearing House.

Brightly, D.S., et al. Complete Guide to Financial Management for Small and Medium-Sized Companies. Englewood Cliffs, NJ: Prentice-Hall.

Clark, Leta W. How to Make Money with Your Crafts. New York: William Morrow.

___________. How to Open Your Own Shop or Gallery. New York: St. Martin's Press.

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* Material for this article was taken from these sources.

SESSION 8: EXPLORING YOUR OPTIONS, PART 2

SESSION 8: EXPLORING YOUR OPTIONS, Part 2

RATIONALE:

Now that Volunteers have determined a direction and/or set goals and objectives about their futures, it is important to begin to help them develop skills and feel more at ease with getting their action plans underway.

This session introduces networking, prospecting and informational interviewing as effective strategies to pursue future goals. It is intended that participants have an opportunity to (a) define their networks and the requests to be made of individuals within them; (b) understand that prospecting helps to expand networks; and (c) become familiar with some interviewing techniques.

The facilitator should emphasize that these skills and strategies can be employed to help accomplish any project, from finding a job to getting a business established, as well as assisting in any career/life change.

TOTAL TIME: 3 - 4 hr.

GOALS:

To provide an opportunity for participants to:

- define their personal networks;
- practice developing questions for, and conducting, an informational interview; and
- practice skills needed in an employment interview.

TRAINER PREPARATION:

1. Review the articles: "Managing the Job Campaign" and "A Guide for Employment Interviews" in the Participant's Handbook, and Chapters V, VII, VIII and X in the Career Resource Manual regarding informational and job interviews, letters, and "Zen and the Job Search".
2. Brief co-trainers on expected outcomes of the session and their roles, if any, during the session.
3. Prepare flipcharts and note the pages of the articles and worksheets in the Participant's Handbook that will be needed in this session.

MATERIALS NEEDED:

Flipchart, Marker pens, Tape

Participant's Handbook:

- 'Networking' Worksheet
- "A Guide for Employment Interviews"
- Observer's Worksheet
- "Managing the Job Search Campaign"

Career Resource Manual:

- Chapter V: Informational Interviews
- Chapter VII: The Job Interview

PREPARED FLIPCHARTS:

Goals of Session

Definitions: Networking, Prospecting, Informational Interviewing

Instructions for Employment Interview Triads

PROCEDURES:

notes:

1.A Bring the Volunteers back together. Ask for a representative from each work group/track to describe the work/learnings that occurred in that group/track. (This allows others to be informed about what occurred in the other groups and begins to focus them on the work ahead.)

introduction,
goals
10 min.

B In making a transition to this session, cover the following points:

- Networking, prospecting and informational interviewing represent very effective strategies for a job search campaign, for gaining human, material or financial support for a proposed project or idea, or for acquiring information you might need for decision-making/research.
- Regardless of the options you've considered or chosen, employing these strategies will be important to the development of your future plans.

C From a prepared flipchart, review the definitions of networking, prospecting and informational interviewing.

> NETWORKING involves developing personal contacts which will expand into an interpersonal network that you can use to gather important information and locate valuable services.
>
> PROSPECTING involves contacting people in your network and building new networks for more information or job leads.
>
> INFORMATIONAL INTERVIEWING involves a low stress, face-to-face meeting with a contact or potential employer. Informational Interviewing can be used to get advice on how to proceed with an idea or project; gather current information on the job market; acquire data; obtain referrals, etc.

notes:

PROCEDURES:

1.D Introduce the goals of the session. Mention that this session begins the process of identifying networks and of sharpening interviewing skills.

GOALS OF THE SESSION

To provide an opportunity for you to:

- define your personal networks;
- practice developing questions for, and conducting, an informational interview; and
- practice skills needed for an employment interview.

NETWORKING:

introduction
5 - 10 min.

2. Ask participants to describe instances/occasions when they have networked, prospected and/or conducted an informational interview before or during Peace Corps service. Entertain a few examples.

   Ask those who share their examples:

   What was difficult about ________________ (classify as appropriate: networking/prospecting/the informational interview)?

   What was easiest for you?

   What did you learn from the experience, if anything?

   What advice would you offer to others who may want to ________________ (fill in the appropriate experience or reference for the example given.)

PROCEDURES:

notes:

3.A Refer participants to the 'Networking' Worksheet in their Participant's Handbooks. Mention that each will have an opportunity to define/refine their networks by using the worksheet.

task
20 min.

B After participants have completed personalizing their networking worksheets, ask if there are any questions or insights about this information and worksheet.

sharing
5 - 10 min.

INFORMATIONAL INTERVIEWING

4.A Ask participants to now refer back to their work in the previous session (Session 7). Instruct them to review their future career/life objectives, any strategies or action plans developed, and their personalized networks.

introduction,
lecturette
15 - 20 min.

Then ask participants to identify a person or agency they would like to contact for an informational interview. (Allow a few minutes for this.)

B Present a short lecture on the four steps involved in setting up and conducting an informational interview. Cover the following points:

- CONDUCT RESEARCH BEFORE GOING TO THE INTERVIEW.

  Be aware of what information you are seeking and whether the person whom you are interviewing is an appropriate source of information or a contact for referrals. If on a job search campaign, you may want to be familiar with current job market trends, reasonable salary ranges, the supply and demand in your chosen field.

- SEND AN APPROACH LETTER.

  The approach letter should contain the following: a personal statement to the reader; the purpose of the letter; a request for a brief meeting indicating when you will contact him or her.

notes:

PROCEDURES:

Job seekers may decide to include a resume or not. Career counselors are divided on this issue. However, if you are asking that the contact give you feedback about your resume, or advice about career directions, it may be advantageous to send the resume with the approach letter.

- MAKE AN APPOINTMENT BY TELEPHONE.

  As indicated in your letter, contact the person on time and make an appointment, setting a specific time for the interview. Avoid conducting a phone interview.

- CONDUCT THE INTERVIEW.

  Come prepared with the questions you want answered. However, remain calm, friendly and interested. Aim for a 30 to 45 minute interview. Be sure to get at least two more contacts or referrals before ending the interview.

  If looking for a job, DO NOT ask for a position at this time. It could initiate an awkward situation for the person who recommended you to this contact, or get you a premature invitation to the door. However, if you have not sent a resume before now, leave a resume and ask to be remembered for future openings.

  Don't forget: This interview is for you to get advice, information and referrals!!

- FOLLOW-UP.

  Send a thank you letter within 24 hours after the interview. Keep it brief and recap the points covered in your conversation.

  Continue to conduct information-gathering interviews with persons at all levels. (Don't ask for jobs, ask for job leads.)

PROCEDURES:

notes:

When you take a job or complete the project, notify your best information-gathering contacts. Job seekers: Be sure you thank the original contact(s) that led to your securing the job.

4.C Entertain any questions that participants may have at this point. Encourage participants to read Chapter V: Informational Interviewing, and Chapter VIII: Letters for the Job Hunt, in the Career Resource Manual, for more information on informational interviews and examples of approach letters.

clarification
2 - 10 min.

D Ask participants to develop 5 questions they would like answered by the contact they identified earlier.

task
10 - 15 min.

[If agency is selected, have participants identify whom within the organization would be the best person(s) to interview. Give position title/ description if name of person(s) unknown.]

You could also give examples of questions that are suggested for an informational interview from the list below:

- What type of formal education and training have you had?
- What kind of jobs have you had?
- What other experiences have you had that were helpful to you in progressing in your field?
- What do you like best about your present situation? What do you dislike?
- What are the main problems or frustrations you encounter in your work? What are the chief rewards?
- What advice would you have for someone considering your field, or a similar position, today?
- Are there related fields I should explore?

notes:

PROCEDURES:

- What personal attributes or personality traits do you think are most important for a career in ______________________________?
- What's the job market like in this field? Where do you see it going in the future?
- Can you refer me to a couple of other people who may be interested in my project?
- Can you suggest other people I should consult for more information about _______________?

TRAINER'S NOTE:

estimated time 1 - 1-1/2 hrs.

A variation of this exercise (Steps #4 and 5) would be to have a career panel, and ask participants to collectively generate questions for the panel members.

Panel members could include former Peace Corps Volunteers and/or staff in the country, working with State Department, USAID, private voluntary organizations, or in business.

Criteria for panel membership need not be prior Peace Corps experience. Hopefully the panel will represent a wide variety of experience and vocational choices. It would be helpful for panel members to be able to explain to Volunteers what value their Volunteer service will have in the areas members represent.

practice, feedback 30 - 40 min.

5.A Ask for 2 volunteers: one to act as a contact to be interviewed and the other to be the interviewer. (Depending upon the range of skills/expertise in the group, it would be helpful if the interviewee possesses knowledge of the area in which the interviewer is interested.

Other participants will be observers of the interview. Prepare them to give the interviewer feedback about:

PROCEDURES:

notes:

- body language
- clarity of questions
- (logical) flow of questions
- use of colloquial terms, Peace Corps language/slang

Allow an average of 5 minutes per interview; 5 minutes for feedback.

Ask for more volunteers to practice interviewing. (Entertain about 3 or 4 interviews in total.)

[Note: This exercise prepares participants for roles in the interviewing triads.]

5.B To help summarize this exercise, ask participants:

summary
transition
5 - 10 min.

Are there any questions about this type of interviewing?

Were there any insights gained during this exercise?

What are the advantages of doing informational interviews?

TRAINER'S NOTE:

Possible responses to the last question are:

Will keep me active.

Will allow me to practice interviewing skills.

Can help establish contacts for later use in developing my project, or as a job possibility.

Will help improve my knowledge of the field or business.

Will allow me to obtain additional information to help focus resumes, career choices, or the job search.

notes:

PROCEDURES:

5.C Make a transition to the next exercise. Ask participants to describe the differences between informational interviews and employment interviews.

TRAINER'S NOTE:

The purpose of the employment interview is to get a job. The informational interview seeks information, advice, job leads, referrals, etc.

EMPLOYMENT INTERVIEWS

introduction
5 min.

6.A Introduce the next exercise by explaining the following:

- Just as you need to prepare for informational interviews, you need to prepare for employment interviews.
- The next activity is designed to give you practice in responding to some of the most frequently asked questions during employment interviews. It is important that you do not develop "pat" answers to these questions, but be more at ease, concise and accurate in your answers.
- Communication is key in these interviews. Regardless of the interviewer's skill in conducting employment interviews, the responsibility to communicate your skills, abilities, interest and suitability for the position rests with YOU.

task,
processing
20 - 30 min.

B Refer participants to the article, "A Guide for Employment Interviews," in their Handbooks. Allow them time to digest this information.

C After participants have completed reading the article, ask them to summarize the major steps in preparing for an employment interview. Continue to process their understanding of the information by asking:

PROCEDURES:

notes:

What might be the most difficult aspect of conducting an interview if you were the employer?

What might be the most interesting?

What do you think an interviewer might be looking for?

TRAINER'S NOTE:

Make sure the following points are mentioned during the discussion:

- Dress is very important.
- A positive mental attitude must be displayed.
- Present unbiased information, and answer accurately.
- Employers look for: relevance of experience, skills and competence; motivation, enthusiasm and a positive outlook on life; productivity; adaptability; leadership and growth potentials.

6.D Referring to the section "Factors Which Frequently Lead to Rejection of the Applicant" in the article above, ask participants if there are any other factors they would like to add.

7.A Set up the interviewing triads by reviewing the instructions. (Refer to next page.) Instructions are also included in Participant's Handbook.

practice,
feedback
(approx.)
55 min.

Participants should use the article, "Questions Most Frequently Asked During a Job Interview" and the Observer's Worksheet in the Participant's Handbook. Triads should reconvene in the large group area after this exercise.

INSTRUCTIONS FOR INTERVIEWING TRIADS

1. Select 2 other persons. Each person will have an opportunity to play one of the three roles:

   A - Interviewer (employer)
   B - Interviewee (applicant)
   C - Observer

2. Each interview will be no longer than 5 minutes; the processing after each interview should not exceed 10 minutes. Responsibilities for each role are:

   INTERVIEWER: Ask the interviewee 5 or 6 questions from the list of "most frequently asked questions" and allow time for a response. Approach this interview as if you really were an employer. After the interview is completed, you and the observer share your feedback about the interview with the interviewee.

   INTERVIEWEE: Answer all questions as if you really were applying for a position. Try to be accurate, concise and informative. Practice describing how your experience (before and during Peace Corps) has prepared you for this position. During the feedback portion, discuss:

   - how you felt answering the questions; and

   - what was difficult and/or easy for you during the interview.

   OBSERVER: In observing the interview use the observer's worksheet to prepare your feedback to the interviewee. Comments can be put into the following form:

   "When (the interviewer) did/said ________,
   you did/said __________.

   It made me feel.../ It appeared as if.../
   It caused a ________ reaction by the
   interviewer/ etc."

You have 45 minutes to complete this exercise.

PROCEDURES:

notes:

TRAINER'S NOTE:

It would be helpful to acknowledge that this exercise allows everyone to practice skills used in an employment interview. Understandably not everyone may be interested in finding a job immediately after Peace Corps, but the skills will be handy whenever they decide to pursue the job search campaign, or to pursue other volunteer activities. Obviously, people considering retirement will not be interested in this process.

SUMMARY AND CLOSURE

7.B After participants have reconvened, summarize the session, by asking: 10 min.

How did it feel to play the interviewer?

What did you learn about interviewing, whether as an interviewer, interviewee or an observer?

C Refer participants to other articles for additional information about the job campaign, as well as informational and employment interviews:

Participant's Handbook:
"Managing the Job Search Campaign"

Career Resource Manual:
Chapter VII: The Job Interview
Chapter IX: Federal Employment, Noncompetitive Eligibility & the SF-171
Chapter X: Zen and the Job Search

Encourage those who are interested to read them, and if any questions arise, to consult you before the end of the Workshop.

D Make a transition to the next session.

SESSION 8

SUPPORT MATERIALS:

- 'Networking' Worksheet (p. 217)
- "A Guide for Employment Interviews" (p. 219) (including "Preparing for Job Interviews" and "Factors Which Frequently Lead to Rejection of the Applicant")
- "Questions Most Frequently Asked During An Employment Interview" (p. 227) (including "Questions for the Employer" and "Illegal Questions")
- Observer's Worksheet, for Interview Triads (p. 231)
- "Managing the Job Search Campaign" (p. 233)

NETWORKING

Consider, for a moment, all the types and groups of people you have met, known, or are related to in some manner. These people could be likened to a universe with you as the central point--the one thing they all have in common is YOU.

Each of the persons in your universe also has a universe of friends, family, and acquaintances. When you think about resources you may have, the universe of people you know and the universe of people they each know may contain the answers or assistance you may require. All you have to do is to tap those resources and manage them well.

Often jobs are advertised by word of mouth (the hidden market); or you have a skill/product/service that someone needs and a mutual acquaintance provides the connection. The diagram on the next page represents a universe or network of persons. The groups identified in this universe are common to most people's experience.

Take time to personalize the diagram by:

1. Adding to or revising the groups of people represented to more closely represent your personal experience or network.

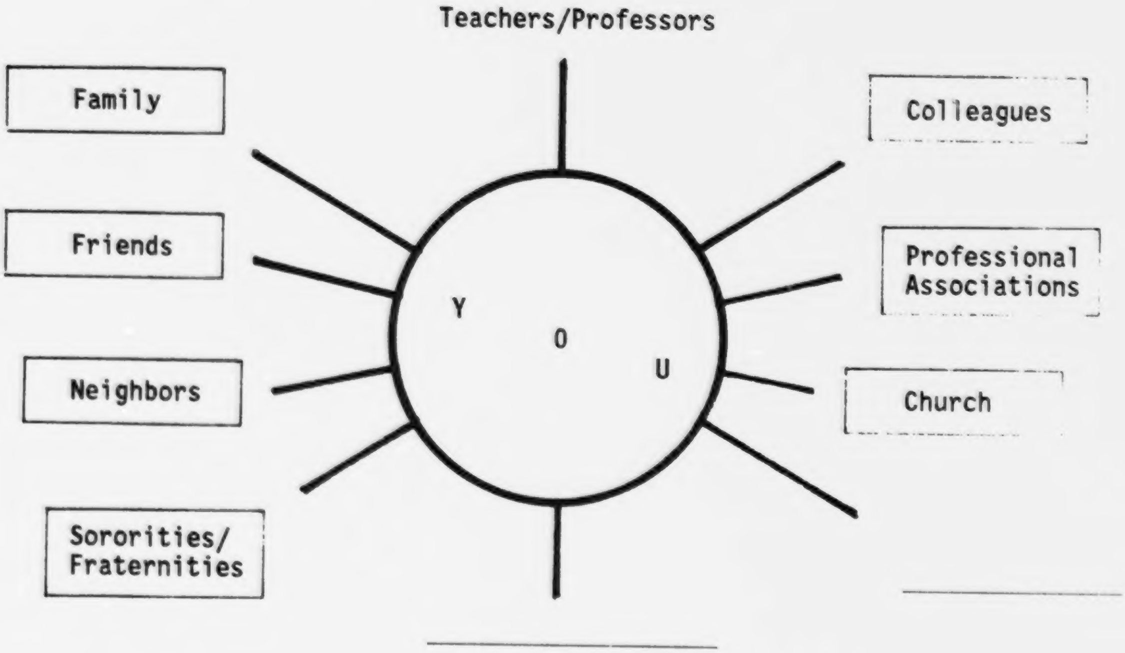
2. Identifying names of individuals in each category/group.

3. Listing those persons you want to contact first and noting beside each name what type of information or assistance you feel each can give.

   REMEMBER: If a person cannot provide you with the assistance you need directly, it is very likely that he or she knows someone who can! (Leave no stone unturned!!)

There's no time like the present to get started. Personalize the diagram on the next page now.

NETWORKING


Teachers/Professors
Family
Colleagues
Friends
Professional Associations
Y O U
Neighbors
Church
Sororities/ Fraternities

PEOPLE TO CONTACT:

TYPE OF ASSISTANCE:

A GUIDE FOR EMPLOYMENT INTERVIEWS

[NOTE TO THE READER: This Guide is intended to augment the information presented in the Career Resource Manual, Chapter VII. Much of the information in the Guide comes from Caryl Rae Krannich's book, Interview for Success (Impact Publications, Virginia Beach, VA 23462).]

THE ESSENCE OF ANY JOB INTERVIEW IS COMMUNICATION. This includes both verbal and nonverbal communication between you and your prospective employer. View the job interview as the best opportunity to communicate your strengths and worth to the prospective employer. While it is true that communication is a two-way street, the responsibility for effective communication lies with you. If the employer doesn't get what you have to communicate, it can only be viewed as your failure to communicate effectively.

THE JOB INTERVIEW PLAYS A KEY ROLE IN THE SELECTION PROCESS. Whether you get the job or not most often depends on how well you perform during the interview. It has been estimated that a person entering the job market today will make an average of "five career changes and fifteen job changes" during his/her working life. That means you will be interviewing a lot. In many ways, your ego will be on the line during the interview. You will be closely scrutinized by an employer who will be tossing question after question at you, evaluating you, judging you. You may succeed, and you may fail. The best way to handle this frightening prospect is to be thoroughly prepared beforehand.

EFFECTIVE JOB INTERVIEWS TAKE PLACE AFTER YOU'VE COMPLETED SEVERAL OTHER STEPS IN THE JOB SEARCH PROCESS. These steps include: conducting a thorough self-analysis focusing on your skills and worth; defining your career objective; preparing your resumes and letters; conducting your job research, informational interviews and networking. Again, advance preparation is the key to successful interviewing.

YOU MAY ENCOUNTER SEVERAL TYPES OF INTERVIEWS, INCLUDING:

the "one-on-one interview" which is the traditional interview between you and your potential employer;

the "panel interview" where you face two, three, four or more interviewers;

the "stress interview" which is consciously designed to place you under stressful conditions to see how you perform;

the "screening interview" which is usually done over the phone and is designed to screen people from further considerations; and finally "series interviews" which consist of several one-on-one interviews with different individuals within the organization.

EMPLOYERS ARE LOOKING FOR PEOPLE WHO HAVE THE SKILLS THEY NEED AND ARE BRIGHT, HONEST AND PLEASANT. Before the interview, research the organization and the individuals who will interview you. Ask questions about the job during the interview. The interviewer will want you to talk about yourself: the person, and you in relation to the job. The employer will want to know your weaknesses. You should focus, however, on your strengths. Be sure to respond directly to the questions; don't dodge them. Avoid negative terms and comments; always stress the positive. Remember, employers hire people they like.

FIRST IMPRESSIONS ARE CRITICAL. The first five minutes of the interview may be the most important. Practice interview questions with a friend or a tape recorder. It may be a good idea to have a job interview or two for a position you don't really want in order to gain some experience in interviewing. Having a couple of interviews behind you can give the confidence needed when you're interviewing for the job you really want.

POOR GROOMING WILL ELIMINATE YOU FROM FURTHER CONSIDERATION FOR THE JOB. The way you dress can directly influence the outcome of the job interview. A general rule is to dress conservatively and well. Your goal should be to appear relaxed, neatly groomed and as successful as possible. If you are unsure of appropriate dress, you may want to read up on it when you return to the U.S. Excellent guides are: Dress for Success (for men), and The Women's Dress for Success. Both are written by John T. Molloy and published by Warner Books.

REMEMBER: YOU NEVER GET A SECOND CHANCE TO MAKE A GOOD FIRST IMPRESSION. Arrive 15 minutes early for the interview. Do not arrive earlier or late. Use the time before the interview to review your research. It might be a positive strategy to be seen reading something related to the job. To help overcome nervousness, take several deep breaths and focus your attention on what's being said. Nonverbal communication is important. Sit with a slight forward lean, make eye contact frequently, and smile moderately. Don't tap your fingers or swing your foot. Don't sit with your arms or legs crossed. Communicate your interest through verbal inflections.

IT WILL BE IMPORTANT FOR YOU TO TAKE SOME INITIATIVE DURING THE INTERVIEW. Do not, however, attempt to control it. When closing the interview make sure you summarize your strengths and values. ALWAYS send a thank-you letter within 24 hours.

A WORD ABOUT SALARY NEGOTIATIONS:

Salaries are generally negotiable. Do not discuss salary until after you have established your VALUE. This will be toward the end of the interview at the earliest. It is best to let the employer raise the issue of salary. If the topic is not raised during the first interview, let it ride.

You should know what employees in comparable positions are paid. Your goal in salary negotiations should be dollars, NOT benefits. (Benefits usually come in standard packages.) If you can't get the salary you want, you might try negotiating other terms of employment such as special benefits, a different job description, or a promise to renegotiate your salary in six months.

Don't be too eager to accept the employer's first offer; NEGOTIATE. In salary negotiations, you are conducting a business deal, trading your talents and skills for the employer's money. Never accept a job or salary offer immediately. Ask to sleep on it for a day or two, and consider your options.

P.S.

Please read the attachments. Attachment 1 provides a checklist of sorts to help you prepare for the interview. Attachment 2 lists "factors which frequently lead to rejection."

The job search campaign can be frustrating and tedious; keep your spirits up!

GOOD LUCK ON YOUR INTERVIEWS!!

ATTACHMENT 1

PREPARING FOR JOB INTERVIEWS

KNOW YOURSELF:

* Think through your career goals. Where do you see yourself five years from now? How does this job fit your overall career goals?

* Analyze your strengths and weaknesses. Make a list of both, as a pre-interview exercise.

* Be able to specify the skills you have accumulated from your work and life history.

* Write a list of all the key points you want to communicate to the employer during the interview.

* Be able to talk about your specific duties, responsibilities and accomplishments in previous jobs.

* If you have been fired from a job, be prepared to state the reason. Be honest. Have something positive to say about the experience.

* Analyze your values. Will your personal values conflict in any way with those of the company or agency?

* Identify people who know you and your skills for references. Check with them to ensure that they will give a good reference. It is best to have a typed list of your references with names, addresses and phone numbers available.

KNOW THE AGENCY OR COMPANY:

* Read organizational literature: annual reports, brochures, etc., available directly from the agency or company.

* Check the business section of your library and the Chamber of Commerce for more in-depth information about the agency/company and its employees. Consult some of the following sources:

The American Encyclopedia of International Information

American Men and Women in Science

American Register of American Manufacturers

Bernard Klein's Guide to American Directories

The College Placement Annual

Directory of Professional and Trade Organizations

Dun and Bradstreet's Middle Market Directory

Dun and Bradstreet's Million Dollar Directory

Encyclopedia of Associations

Encyclopedia of Business Information Services

Fitch's Corporation Reports

MacRae's Blue Book - Corporate Index

The Standard Periodical Directory

Standard and Poor's Corporation Records: Register of Corporations, Directors and Executives

Standard and Poor's Industrial Index

Standard Rate and Data Business Publications Directory

U.S. Nonprofit Organizations in Development

Assistance Abroad TAICH Directory

Who's Who in America

Who's Who in Commerce and Industry

Who's Who in Finance and Industry

Who's Who in the East

Who's Who in the South

Who's Who in the West

This list is by no means exhaustive. Your librarian can direct you to others. You should utilize these sources to find information about the following:

- key people in the organization;
- major products, or services;
- size of the organization in terms of sales, budget and number of employees;
- profit and loss records for the last 10 years;
- location of branch offices; and

- how the organization is viewed by its clients, suppliers and competition.

You should look for other information specifically relevant to your goals and needs.

You may want to visit the job setting and talk with one or more of the employees. In this way you can obtain personal information about the work situation.

ATTACHMENT 2

FACTORS WHICH FREQUENTLY LEAD TO REJECTION OF THE APPLICANT

Poor personal appearance.
Failure to look interviewer in the eye.
Limp handshake.
Sloppy application form.
Little sense of humor.
Lack of confidence and poise; excessive nervousness.

Appearing: overbearing, overaggressive, conceited, a know-it-all.
Making excuses; being evasive; hedging at unfavorable factors in records.
Lack of: tact; maturity; courtesy; social understanding, or vitality.
Being: cynical; lazy; of low moral standard.
Displaying intolerance or strong prejudices.

Inability to express oneself clearly; poor voice, diction or grammar.
Lack of knowledge of field of specialization.
Lack of planning for career. No purpose and goals.
Lack of interest and enthusiasm.
Indecision; failure to take responsibility for decisions and/or actions.
Emphasis on who he/she knows.

Overemphasis on money; interested in only the "best-dollar" offer.
Unwilling to start at the bottom; expecting too much too soon.
Merely shopping around.
Wanting a job only for a short time.
No interest in the company, or in the industry.
Unwillingness to go where the company may send her/him.

QUESTIONS MOST FREQUENTLY ASKED DURING AN EMPLOYMENT INTERVIEW

Please use the following list of questions as a guide for the interviewer's questions during the interviewing exercise. This list is designed to supplement the list of frequently asked interview questions in Chapter VII of the Career Resource Manual (pp. 24-25).

Use both lists to help you prepare for an interview. Preparation means developing carefully thought-out answers, and practicing them aloud with a friend, in front of a mirror or with a tape recorder.

QUESTIONS REGARDING YOUR EDUCATION:

* Please describe your educational background.
* Why did you choose to attend that school?
* What did you major in? Why?
* What was you grade point average?
* What were your favorite subjects? Your least favorite? Why?
* How did you finance your education?
* If you could start all over again, what would you change about your education?
* Did you do the best you could in school? If you didn't, why not?

QUESTIONS REGARDING YOUR WORK EXPERIENCE:

* What were your major accomplishments in each of your past jobs?
* Which job duties did you like doing the most? Least?
* What did you like about your boss? What did you dislike?
* Have you ever been fired? If so, why?

QUESTIONS REGARDING YOUR CAREER GOALS:

* Why do you think you're qualified for this position?
* Why do you want to change careers?
* If you could have any job at all, what would you like to do?
* Why should we hire you?
* How would you improve our operations?
* What attracted you to our organization?
* How do you feel about traveling? Working overtime? Working weekends?
* What is the lowest pay you'd accept?
* How much do you think you're worth for this job?

QUESTIONS REGARDING YOUR PERSONALITY:

* What causes you to lose your temper?
* What do you do in your spare time?
* What are your hobbies?

* What type of books do you read?
* What role does your family play in your career?
* Describe your management philosophy.
* Do you like to take initiative? Give an example of where you have.
* If you could change your life, what would you do differently?
* Who are your references?

In addition to these questions, ask yourself what other questions an employer might ask about your background, resume and references.

QUESTIONS FOR THE EMPLOYER

The information and questions in this section are intended to complement those found in the Career Resource Manual. Remember: The interview is an opportunity for you to elicit the information you need about the job and the organization.

The interviewer will also judge you, your interest, and your personality, partially based on the number and type of questions you ask. Ask questions regarding job duties, responsibilities, training, and advancement opportunities. Avoid self-centered questions. Also avoid questions regarding salary and benefits during the initial interview unless they are raised by the interviewer first.

Some appropriate questions you might ask are:

- Would you please describe the duties and responsibilities of this job?
- How does this position fit into the overall organization?
- Would you tell me about opportunities for promotion and advancement?
- Is this a new position?
- What kind of person are you looking for?
- Were previous employees in this position promoted?
- Who would I report to? Could you tell me something about that person? What are his or her strengths and weaknesses?
- What problems might I expect to encounter on this job?

ILLEGAL QUESTIONS

It is illegal to discriminate on the basis of race, color, religion, sex, age, national origin or handicap in making personnel decisions. Questions regarding these areas are generally illegal. Most employers will not ask illegal questions. However, you may occasionally encounter such questions. Women are more likely to encounter them than men.

SOME ILLEGAL QUESTIONS:

- How old are you?
- Are you married, divorced, separated or single?
- Do you attend church?
- Do you own or rent your home?
- Are you in debt?
- Have you ever been arrested?
- Are you a member of any political or social organizations?
- Are you living with anyone?
- What does your spouse think of your career?
- How much do you weigh? How tall are you?
- How much insurance do you have?

HOW DO YOU HANDLE THESE QUESTIONS?

You can point out the question is illegal or inappropriate. You may not get the job, but principles are important.

You may decide to answer the question, even though it may be offensive, because you want the job. If you get the job, work to halt such interview practices in the future.

Another approach could be to tactfully respond in a way that indicates the question may be inappropriate. For example:

(A) If asked: "Do you attend church?"

You might reply by asking: "Does church attendance have a direct bearing on the responsibilities of the job?"

(B) If asked: "Are you planning to have children?"

You might respond: "I'm planning to devote my working hours to being an efficient, effective employee." Then, change the subject and focus on your positive attributes.

How you respond to such difficult and illegal questions is up to you. It is easier to handle such situations if you have thought about them beforehand.

OBSERVER'S WORKSHEET

INSTRUCTIONS:

This worksheet is a guide to help you organize your thoughts and comments for the interviewing exercise.

REMEMBER: Comments should describe the behavior of the interviewee (what is said/done).

Be descriptive rather than evaluative; specific rather than general.

BODY LANGUAGE:

CLARITY OF QUESTIONS:

CLARITY OF ANSWERS:

JARGON/SLANG/COLLOQUIAL LANGUAGE (PEACE CORPS OR OTHER):

OTHER OBSERVATIONS:

MANAGING THE JOB SEARCH CAMPAIGN

The job search campaign can be long and tedious. Job seekers often accept something that fits into the "general scope" of what they would like to do. Others actively search for their "dream" position. However, almost everyone hopes that the jobs they accept will utilize their skills and experience; be challenging and (richly) rewarding--monetarily and otherwise. This job should also offer opportunities for advancement. Your ability to find the job you desire will be a "journey that begins with a single step." Outlined below are some notes about steps you need to take along that journey.

GETTING ORGANIZED

Job hunting is a complex and tremendously important task. How you go about job hunting determines much about what kind of job you get. One of the most important, and frequently ignored, ingredients of the job search is preparation. The eight preparation steps described below will help equip you to better handle the job search.

1. Self-education:

   Do research and become familiar with job-hunting techniques. Locate some of the books recommended in the Career Resource Manual and read them thoroughly. Reading them will not give you a job, but it will equip you to better handle the job search. (Although not always easy to read, they are helpful.)

2. Self-exploration and Career-exploration:

   Be able to answer the question, "What do you want to do next in your life?" Investigate and understand the real nature of the career area you are considering entering.

3. Time Management:

   Plan on spending as much time looking for a job as you would spend working--eight hours a day, five days a week. You will need to manage your time wisely and motivate yourself. Ron Krannich outlines the following as important to the job search:

   - Set objectives and priorities.
   - Plan daily activities by listing and prioritizing things to do.
   - Create some flexibility in your schedule; do not overschedule.
   - Organize two- and three-hour blocks of time for concentrated work.

- Avoid interruptions; do one thing at a time.

- Organize your workspace.

- Process your paperwork faster by responding to it immediately and according to priority.

- Continually evaluate how you are best utilizing your time.

4. **Organization**:

Remember, it helps to be methodical. Keep a card file of individuals and organizations you have contacted, noting information such as who referred you; what you talked about; what action/ follow up is needed, and any other potentially useful information. A well-kept calendar is invaluable! Make notes of when you made your first contact, when you sent your thank you letter, when you need to check back with someone, etc.

5. **Resumes and SF-171s**:

Put time and effort into developing these marketing tools. The Career Resource Manual (and the Senior Volunteer Resource Manual) are good resources for getting started.

6. **Networking**:

Develop a list of potential contacts. List:

- Relatives
- Former employers
- Acquaintances
- Alumni
- Friends
- Professional organizations
- Bankers
- Neighbors
- Co-workers
- Anyone you wrote a check to in the last year
- Politicians
- Clergy
- Trade association members
- Chamber of Commerce directors
- Returned Peace Corps Volunteers
- Teachers
- Classmates

7. **Research**:

Conduct research on an ongoing basis throughout your job search. Go to the library and get to know the reference librarian and some of the following materials:

Dun and Bradstreet Directory
The Directory of American Firms Operating in Foreign Countries
The Dictionary of Occupational Titles
The Occupational Outlook Handbook
Collegian Who's Who in America
Who's Who in Commerce and Industry
Standard and Poor's Register of Corporations

A Directory of Organizations by Occupational Field
The TAICH Directory
The Encyclopedia of Associations

Don't overlook any local industrial or business directories, or periodicals such as trade journals, professional magazines or special interests magazines.

8. **Practice Interviews:**

Most people are nervous during an interview, but say that conducting interviews becomes easier with practice. Many career counselors suggest applying first for a few jobs you would not necessarily accept and going to the interviews. These interviews will give you a feel for what you can expect when you go after the job you really want.

CONDUCTING THE JOB HUNT

There are two types of job markets: open and hidden. You need to become familiar with each and develop strategies for conducting your search.

1. **The Open Job Market:**

Looking for a job in the open market is the most common method, representing about 20 to 40 percent of all jobs available. A great deal of competition exists, because everyone knows to look for jobs in this market.

Open market jobs are usually found in:

- **The Want Ads**

  Less than 15 percent of jobs are listed in the want ads. These positions are most frequently highly technical, clerical, or entry level jobs. Remember to check national papers such as The Wall Street Journal, The Washington Post, and The New York Times for a wider range of job listings than those found in most local papers.

- **Federal Job Information Centers**

  These information centers can be helpful to those who are interested in federal employment opportunities. They can be located through the government section of your phone book.

  Another source for federal jobs is the Federal Career Opportunities. It is the most comprehensive, but not exhaustive, listing of federal jobs. It is a good starting place and is available in large public libraries. For $6.00 you can order your own copy through: Federal

Research Service, Inc., P.O. Box 105A, Vienna, VA 22180-1059.

- **College Placement Services**

  Some colleges have excellent resources and reference libraries, or offer training in self-directed job hunting. Although the quality of services will vary, they are good places to check out.

- **State Employment Offices**

  Employment offices should be checked on a regular basis, but do not rely on them totally.

- **Private Employment Agencies**

  In general, a private employment agency can do little that you cannot do yourself. They can be expensive; however, it is worthwhile to talk to no-fee employment agencies. These agencies often realize better results if you have highly marketable skills. Remember: sign no contracts until you have read every word carefully.

- **HOTLINE**

  You will receive a HOTLINE at your Home of Record after you receive the second installment of your readjustment allowance. This is the only "open market" reserved exclusively for Returned Peace Corps Volunteers. Respond quickly to things that interest you.

- **Trade Journals**

  Trade journals, printed by professional organizations, frequently carry both job announcements and situation want-ads. You can identify various journals through the Encyclopedia of Associations, local library resources, academicians and a book entitled 900,000 Plus Jobs Annually: Published Sources of Employment Listings by Feingold and Hansard-Winkler.

2. **The Hidden Job Market**:

The jobs in this market are not listed or advertised in any of the traditional channels. According to Krannich and Banis in High Impact Resumes and Letters, the hidden market represents 60 to 80 percent of all jobs available.

The hidden market makes sense for the employer. She/he lets it be known that a position is available and, through referrals and inquiries, gets a select group of qualified applicants. They do not have to wade through hundreds of resumes or screen as many phone calls.

Job hunting in the hidden market is difficult. However, it is often rewarding and offers the greatest employment opportunities. Since these positions are not published, you must develop creative strategies in order to find them. You need to identify the person (or persons) who has the power to hire and find some ways to demonstrate that you are the right person for the job. Once you have done your research and developed your contacts list, the hidden job market can be penetrated in one of two ways: shotgunning or prospecting/networking/informational interviewing.

- Shotgunning

  Shotgunning is relatively easy and yields results; however, it is the less effective of the two methods. It involves sending individuals and organizations letters and resumes. If you send out 200 resumes, you should get two, maybe three, interviews; send out 500-1,000 and you may have a fair chance at a job. The usual response is no response.

  You can improve your effectiveness by using it as an introductory technique for prospecting, informational interviewing and networking. Work at being remembered in case the employer has, or knows of, a job opening in the future.

- Prospecting/Networking/Informational Interviewing

  Together, prospecting, networking and informational interviewing represent the most effective job-search strategy. It involves developing personal contacts [networking] which will expand into an interpersonal network [through prospecting] which you will use to gather important job-search information [informational interviewing], and eventually, obtain a job.

  As suggested above, prospecting allows you to build new networks for more information and job leads through contacts in your current network. Get in touch with one or two people on your contacts list per day and have them refer you to two new people. You will gain at least ten contacts a week, which can be used for additional referrals.

  Always nurture and manage this network: send thank you notes, make follow-up phone calls and visits. Remember not to overdo it and end up making a pest of yourself.

  Informational interviewing involves a low stress, face-to-face meeting with a contact or potential employer. Do not ask for a job during this process. Ask for information, advice and referrals. This will give you the opportunity to be interviewed. Your resume will be read, and you will eventually be offered a job through one or more of your contacts.

SESSION 9: GOING HOME (WHAT IT INVOLVES)

SESSION 9: GOING HOME (WHAT IT INVOLVES)

RATIONALE:

Leaving the host country and returning home may involve more than a Volunteer expects. She/he may be leaving an environment which has afforded great recognition, challenge and adventure. Yet, returning home to (1) an environment which may (or may not) have changed, and (2) family and friends who may (or may not) be enthusiastic about what the Volunteer did for the last two years, can be very different than the Volunteer imagines.

It is important for Volunteers to begin focusing on leaving and to plan for their re-entry into the U.S. Even those who intend to extend their Peace Corps service can benefit from this session, for the main difference between the extendees and those who are COSing is time. This session will encourage Volunteers to look at what their Peace Corps experience has meant to them personally; to identify what will be the easiest and hardest things to leave, and to develop personal strategies for dealing with re-entry.

After completing the personal side of going home and what it means, Volunteers are then asked in Session 10 to review their evaluations of their Peace Corps service (work from Session 4) and formulate some recommendations for the Peace Corps staff.

TOTAL TIME: approximately 4 hr. 15 min.

GOALS:

To provide an opportunity for Volunteers to:

- explore their feelings and thoughts associated with closing out their Peace Corps service and returning to the U.S.A.
- Identify activities to be completed prior to departure from the host country.
- Identify concerns/problems/issues that may arise in returning home.
- Generate some strategies to deal with these concerns.

TRAINER PREPARATION:

1. Review the articles: "Reverse Culture Shock" in the Career Resource Manual and "Ten Minutes Out" in the Trainer's Manual (and in the Participant's Handbook.

2. Determine which reflection exercise will be used for "Step 2: Re-entry."

3. Brief co-trainers on expected outcomes of the session and their roles, if any, during the session.

4. Prepare flipcharts.

MATERIALS NEEDED:

Flipcharts, Marker Pens, Tape

Office-sized Calendar (for 4-month planning)

Participant's Handbook:

Coat of Arms

Monthly planning calendars

'Moving On' Worksheet

"Ten Minutes Out For Those About To Return Home"

Career Resource Manual:

"Homeward Bound - Reverse Culture Shock"

PREPARED FLIPCHARTS:

Goals of Session

Flipcharts for Comments on: Easiest and Hardest Things to Leave
Three Statements about Returning Home

Categories for Re-entry Concerns

Instructions for Developing Strategies for Re-entry

PROCEDURES:

notes:

1.A Introduce the session by presenting its goals and covering the following points as appropriate:

introduction
10 min.

- So far in the workshop, we have taken a look at what has occurred during your Peace Corps service, identified some future career/life objectives, and discussed a variety of options as ways to approach/achieve your objectives.

  Now I would like you to look at the process of going home and what it may involve for you.

- Going home is a two-step process; it requires that you leave [country name] and re-enter the United States. There will be some key activities that need to have happened in order for this transition process to occur. Some of these activities will be common to all of you; however, most will be determined by your individual needs, expectations and desires.

- This session will ask you to consider both parts of the transition process, leaving here and going home, and encourage you to share your thoughts and feelings about them.

- Perhaps those of you who are extending are asking, "Why do I need to think about those things? I'm not returning home!"

  The fact of the matter is, you have an advantage over those Volunteers who will be leaving in 2-3 months. You will have more time to plan and implement the ways you would ideally like to bring closure to your work here, to say good-bye to your colleagues, community, host family and friends, and plan for your return home. With your home leave, you will experience something like a "trial run" of what life in the U.S. will be like for you. Hopefully, this session will not be perceived as a waste of time. My request is that you approach the exercises in this session with these things in mind.

notes:

PROCEDURES:

- After examining the process of leaving here and re-entering the U.S., one of your first tasks will be to present Peace Corps/[country] with recommendations regarding programs, training, medical and administrative support.

  These recommendations will be based upon the evaluations of your Peace Corps service that occurred in Session 4.

- The goals of this session are:

GOALS

To provide an opportunity for you to:

- explore your feelings and thoughts associated with closing out your Peace Corps service and returning to the U.S.;
- identify activities to be completed before your departure;
- identify concerns/problems/issues that may arise in returning home; and
- generate some strategies to deal with these concerns.

STEP 1: LEAVING

introduction, clarification 5 min.

2.A Introduce the first exercise: the Coat of Arms. Participants will find the instructions for completing the Coat of Arms and the illustration in their Handbooks.

Explain that Coat of Arms encourages Volunteers to use both words and pictures to help them explore their thoughts and feelings about leaving Peace Corps service.

PROCEDURES:

notes:

2.B Review the instructions for the Coat of Arms and clarify any questions.

INSTRUCTIONS:

- In Section #1, draw a picture of the most important "thing" you will take back home with you from the host country.
- In Section #2, identify 2 persons who have influenced you the most during the past two years. (First names are sufficient.)
- In Section #3, draw a picture of your greatest accomplishment as a Peace Corps Volunteer.
- In Section #4, describe your most significant learning while in Peace Corps.
- In Section #5, draw a symbol or portrait which best represents your Peace Corps experience.
- In Section #6, describe what you would like the host country to remember most about you as a Peace Corps Volunteer.

C Allow participants time to complete their Coats of Arms.

10 min.

D Have participants form groups of four and discuss their Coats of Arms. Ask small groups to identify (as individuals) what will be the easiest and the hardest things to leave behind. If there are any commonalities among participants' choices, have each group list the common items on a central flipchart.

group discussion 15 min.

EASIEST TO LEAVE	HARDEST TO LEAVE

notes:

PROCEDURES:

questions, sharing 10 - 15 min.

2.E Reconvene participants in the large group and ask a few participants to share one or two sections of their Coats of Arms.

After participants share, ask questions to the whole group such as:

- What things surprised you?
- What feelings do you have about leaving? Re-entry?
- What issues does this raise, if any, about leaving and going home?

5 - 10 min.

F Allow participants time to discuss the list of easiest and hardest things to leave. Entertain a few examples of individual notes that are not reflected in the common list.

SUMMARY AND TRANSITION

5 min.

G Summarize the themes that have occurred during the discussion. Mention that leaving can be something they prepare for, or something that sneaks up on them.

If they do nothing to prepare, they may later have a sense of unfinished business: "Oh, I wish I had told [insert name] good-bye and how much his/her friendship meant to me!" "I wish I had visited that place one more time."

Preparing to leave is as important as preparing to enter a community.

PLANNING YOUR LEAVE TAKING

3 - 5 min.

3.A Introduce the next exercise as an opportunity for participants to plan how they would like to leave their communities. For those who are extending, remind them that this planning can be helpful in identifying what things need to happen between now and the time they will COS in order to comfortably close out their service.

PROCEDURES:

notes:

3.B Have participants turn to the journal section of their Handbooks and construct a list of things to do. Mention that they should consider the activities necessary to:

task
15 min.

- medically and administratively check out of Peace Corps (and deadlines given earlier);
- bring closure to, or ensure a smooth transition in, projects/work;
- see people and places important to them, or attend to other personal details.

C After participants have completed their lists of things to do, refer them to the planning calendars in their Handbooks.

task
15 min.

Explain that these blank calendars will need to be filled in with dates to indicate when certain activities are to be completed.

TRAINER'S NOTE:

Many Volunteers may have diaries. Encourage them to complete these calendars and, if necessary, to transfer the information into their diaries at another time. It would be helpful to post an office-sized calendar so that participants can accurately complete the dates.

SUMMARY AND CLOSURE FOR STEP 1

4.A Briefly summarize the themes and learnings that participants have expressed about their feelings and thoughts about leaving.

summary
5 min.

Ask participants if they have included in their calendars (and lists of things to do) the names of persons necessary to accomplish the various tasks.

B Make a transition to the next exercise.

notes:

PROCEDURES:

TRAINER'S NOTE:

This may be a good time for a break. It will be important to have participants put to rest their concerns about leaving and focus attention on the re-entry process when they enter the next exercise.

STEP 2: RE-ENTRY INTO THE U.S.A.

TRAINER'S NOTE:

This part of the session is designed to help Volunteers begin to plan for their repatriation to the U.S.A. This portion should be introduced as a problem resolution and prevention exercise, since the focus will be anticipating re-entry problems and developing strategies for preventing or dealing with them.

It is important to remember, and emphasize, that transition (i.e., leaving and re-entry) is stressful and that stress is manageable. Much of the stress that occurs is based on fantasies of what it will be like to be home and how "different" the Volunteer perceives himself/herself to be. Volunteers should be reminded that the skills needed to re-enter U.S.A. culture are precisely those that they needed to enter the host country culture. The difference is that now they've had two years of practice, and that they may be less patient or tolerant with the peculiarities of "home" than of the host country.

introduction
5 min.

5.A Introduce this exercise covering the points raised in the Trainer's Note.

visualization
Moving On
10 min.

B Ask participants to take a few moments to imagine themselves at home with family and friends, traveling, or engaging in a favored activity. Allow a couple of minutes for this.

PROCEDURES:

notes:

Then have participants complete worksheet 'Moving On' in their Handbooks. Explain that 'Moving On' is a sentence completion exercise which uses free association. Participants should record the first thoughts that come to mind.

(Note: The cues on the worksheet are guides for discussion afterwards.)

5.C After participants have completed the worksheets, ask them to choose a partner and discuss their answers.

discussion
20 - 30 min.

TRAINER'S NOTE:

An alternative tool (A Guided Fantasy Using 'Moving On') is offered in the Support Materials to help Volunteers get in touch with their feelings and thoughts about returning home. It can be used instead of activity #5 (A-C).

The large group processing and summary will be the same for either tool. Continue with activity #6 for summary and closure to the exercise.

SUMMARY AND TRANSITION

6.A As pairs are discussing, post the following three statements around the room. Each statement should be written on a different sheet of flipchart paper. (Refer to the sample flipcharts below.)

I think the hardest part of going back for me will be...

The most stressful part of leaving will be...

When I think of returning home I feel...

notes:

PROCEDURES:

5 - 10 min.
depending on
size of group

6.B When the pairs are finished, in the large group ask individuals to write their responses to those three sentences.

review, summary
5 min.

C When participants have finished listing their responses, review the lists and summarize. Some of the comments below may be useful in the summary.

- As we look at these lists we can see the problems or concerns you anticipate in returning home, and a mixture of feelings.
- We each leave and re-enter with feelings, fears, hopes and ideas of what we could or should have done and what in the future we think we will have to deal with.
- As we continue with this process, we will begin to look at some strategies you can use to help manage the anxieties of leaving and going home.
- The next exercise provides an opportunity for you to develop some ways to respond to the problems anticipated in re-entry.

RE-ENTRY CONCERNS AND STRATEGIES

brainstorming
5 min.

7.A Introduce the exercise by asking participants to name the various concerns they might have at this point about returning to the U.S. For extendees, this could be their concerns about home leave or their eventual return to the U.S.

List the concerns on a flipchart. Accept any and all concerns without comment or evaluation.

PROCEDURES:

notes:

TRAINER'S NOTE:

Examples from previous workshops are listed below. Do not expect your group to come up with these. Nor is it necessary to add any that don't occur spontaneously.

Re-establish friendships
Job/place to live
How to meet other Returned Peace Corps Volunteers/maintain contacts
Making new friends
Parental/friends' expectations of me
Dealing with the opposite sex, establishing relationships
Different values
Two years behind
Culture shock
Not being special
Financial - expensive
Choosing a lifestyle
No one caring about you
Expected to be an expert on the host country

7.B Explain that most concerns of re-entry fall into one or more of the following categories. With a prepared flipchart present the categories below:

explanation of categories & task
10 min.

CULTURAL ADJUSTMENT
SOCIAL ADJUSTMENT
LANGUAGE BARRIERS
NATIONAL/POLITICAL ISSUES
EDUCATIONAL PROBLEMS
PROFESSIONAL PROBLEMS

It may be helpful to take a few of the concerns generated by participants and indicate the categories to which they are related.

7.C Divide the participants into six groups and assign one category per group. (If it is a small group, you may want to have fewer than six groups and assign more than one category to each group.)

notes:

PROCEDURES:

Instruct each group to:

task
40 min.

TASK

1. Read the articles: "Homeward Bound - Reverse Culture Shock" in the Career Resource Manual and "Ten Minutes Out For Those About To Return Home" in your Handbooks.
2. Briefly discuss the information presented in the articles and the list of concerns generated earlier in order to:
    a) identify anticipated problems/ concerns in returning home (for your category);
    b) list strategies (what you can do) to overcome these difficulties; and
    c) list the resources available for assistance (such as other Returned Peace Corps Volunteers, Returned Volunteer Services, friends, local universities, etc.) and how you would use them.

Give each group flipchart paper and markers for their reports. Indicate the time allotted for group work and instruct them to select a spokesperson for their report.

report out
30 min.

7.D Reconvene the large group. Allow each reporter five minutes to review the group's findings. Direct discussion to clarifications and additional suggestions.

PROCEDURES:

notes:

SUMMARY AND CLOSURE

7.E Reaffirm that these strategies will be useful at some point, although everyone will be meeting with different circumstances and responding according to individual needs.

summary
5 min.

Offer the following suggestions to participants if they have not been stated earlier.

- Although family and friends may be interested in learning about your experience, take your time. There's no need to tell everything in the first week. As time passes, you may realize new/different things valued about your Peace Corps experience. It may take months to come to some of these realizations. Talk about your experience as you develop perspective on it.
- Be aware of what is happening with you. Tune in to yourself enough to recognize what you are thinking and feeling.
- As soon as you become aware of "over positive" or "super negative" trends of thought, stop thinking about it. Turn off the "mental tape," get up, and go do something else.
- Ask someone to be your sounding board. Bounce your ideas off the person to see if they make sense.

OPTIONAL CLOSURE FOR EXERCISE

F Summarize the strategies generated (see 7.E). Ask participants to spend a few minutes reflecting on what they are taking away from this session: any new learnings, thoughts, feelings or strategies.

10 min.

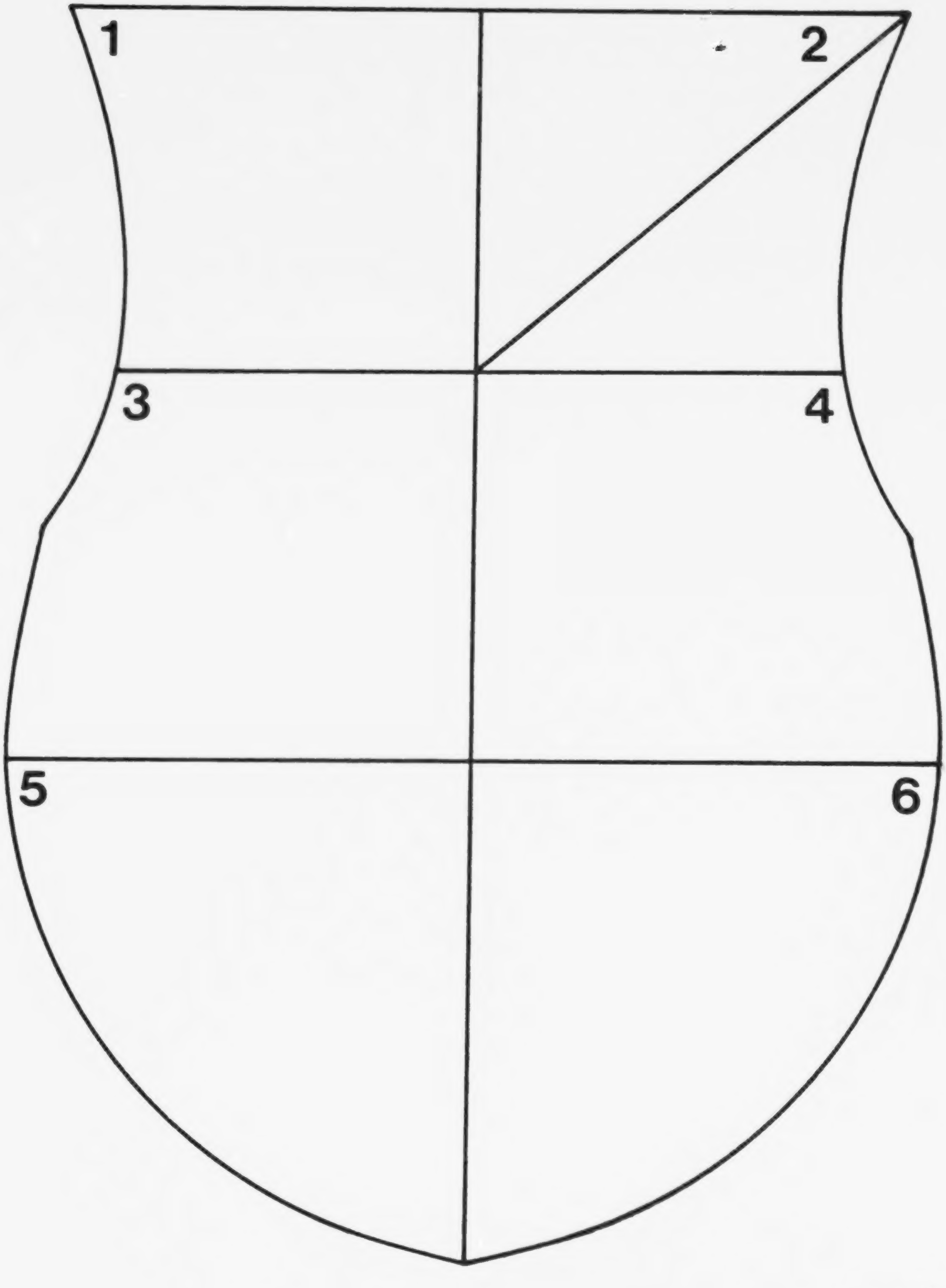
Allow them a few minutes to jot down these thoughts in their journals.

SESSION 9

SUPPORT MATERIALS:

- Coat of Arms (illustration) (p. 255)
- Sample: Monthly Planning Calendar (p. 257)
- Alternate Exercise for Activity #5 (A-C): A Guided Fantasy Using 'Moving On' (p. 259)
- Moving On (p. 263)
- "Ten Minutes Out for Those About to Return Home" (p. 265)

COAT OF ARMS



SAMPLE: MONTHLY PLANNING CALENDAR

____

SESSION 9: ALTERNATE EXERCISE FOR ACTIVITY #5 (A-C)

A Guided Fantasy Using 'Moving On'

NOTE: Before the session, rehearse aloud the script you intend to use. Practice the pace and tone of your presentation so that it will achieve the purpose. A script has been provided here for your convenience.

TOTAL TIME: 45 min.

PROCEDURES:

notes:

1. Ask participants to make themselves comfortable (put away materials, pens, etc.) Spend a few minutes helping participants relax before continuing the guided fantasy. (See script.)

introduction, fantasy
10 min.

GUIDED FANTASY:

Just relax... take a deep breath... relax, take another deep breath... hold it... let it out slowly... imagine the tension in your body escaping from your fingers, your feet... let it go... clear your mind... as you relax picture some things in your mind... your favorite food... a special person... whatever...

Now, I'd like you to imagine that you're leaving [country] and going home... imagine that you're on the airplane... you look back down and you remember the good times... and some of the hard times... and you wonder if you'll ever return. Think about what it's been like... what things do you want to remember...

(pause)

The plane trip takes many hours and you spend your time thinking about arriving back home. You think about who'll be there to meet you... about the friends and family you want to see first... about having that "food" you've missed for two years... take a minute to get in touch with what you can expect when you get home.

(pause)

notes:

PROCEDURES (cont'd):

Now the plane is landing in your hometown. You're in a hurry to get off and see your family/friends but there is a line--a long line--just like in [country]. You wait... finally the line moves and you're walking toward the area where your family will be waiting... but no one is there... nobody met you! You wait 20 - 30 minutes and finally they come. You exchange hugs, kisses and greetings, then proceed to the car for the ride home. You feel good about being home; you have so much to tell everybody.

(pause)

As you ride in the car, everyone talks about how excited they are to have you home... they point out the new shopping mall--the largest in the area, has everything, everyone thinks it's good... someone remarks about the new furniture they bought... that you must see... someone else remarks about the weight you lost or gained... occasionally they ask "How was it?"... "Was it really like you said in your letters?"... the conversation goes on, the traffic is heavy...

(pause)

Now, slowly come back to this room... remembering the feelings and thoughts you had on this "trip." When you're ready, open your eyes.

discussion
10 min.

2. Discuss reactions and feelings. Ask participants:

   What were the high and low points?

   How do you think you'll react when you get home?

3. Bridge the discussion to the "Moving On" exercise. Mention that they may be thinking of several ways to manage this process, and the next exercise will help them to focus on them.

MOVING ON

introduction
3 - 5 min.

4. Have participants turn to the "Moving On" Worksheet in their handbooks. Explain the exercise:

PROCEDURES:

notes:

- This is a sentence completion exercise which uses free association. Your partner will read the beginning of the sentence and you will complete the sentence saying the first thing that comes into your mind.
- The images from the fantasy may be useful in giving your responses. About half-way through the exercise, you should switch roles and give your partner a chance to respond to the sentence completion. Then switch again and complete the exercise. Both of you should complete all sentences. Cues are noted on the worksheet.

Participants should choose a partner at this time. (If there is an odd number of participants, a triad is permissible.)

task
15 - 20 min.

TRAINER'S NOTE:

Give halfway and last-5-minutes warnings to help keep people on task. Digression into discussion triggered by specific statements is very likely. Make sure both partners respond to all statements.

Return to activity #6 for large group processing and summary of this portion of the session.

MOVING ON

INSTRUCTIONS: Complete each statement with the first thoughts that come to your mind.

1. When I think of returning to the States I feel....
2. I'll be going back to....
3. I expect that for me the process of returning will be....
4. (If applicable) I think that for my spouse, returning will be...
5. When I think of seeing my family again, I....
6. I think my family will expect me to....

STOP. LISTENER, SHARE WITH YOUR PARTNER WHAT YOU'VE HEARD SO FAR.

Now switch roles, i.e., the listener becomes the speaker and the speaker, the listener. Complete the first set of statements before continuing to the next set below.

7. A) In terms of a career/future plans, I hope to....
   B) If this doesn't work out, I'll....
8. I expect that my friends there will....
9. Regarding money, I'm going to be....
10. Going back will enable me to....
11. I think that the hardest part of going back for me will be....
12. I think the easiest thing for me to handle will be....
13. I'm really looking forward to....

LISTENER, SHARE WITH YOUR PARTNER WHAT YOU'VE HEARD SO FAR.

TEN MINUTES OUT
FOR THOSE ABOUT TO RETURN HOME

Some Ideas to Prepare You for Re-Entry

by

Joel Wallach/Gale Metcalf
Community Counselors
American Association of Malaysia

With the end of your Peace Corps service, many of you are happily contemplating your upcoming travels and return to the U.S. For those leaving permanently, the commotion of last minute packing and shopping, eagerness to see friends and relatives, and that final round of good-bye parties, can easily distract you from focusing on the ways in which this return to the U.S. might be stressful. We would like to ask those of you who are about to relocate back home to take a few minutes out to examine some of the stresses that go along with returning, as well as some things you might do to prepare yourself and your family to make this transition.

Anytime one of us makes a major life change--adding or losing family members, changing jobs, changing friends, moving, etc.,--we experience predictable and sometimes severe stress. Most of us recognize this in the process we went through adjusting to living overseas. Fewer of us realize that another adjustment, often equally stressful, accompanies resettlement in the U.S. The first part of this process might be termed "reverse culture shock." Americans who have moved in and out of the States a number of times consistently report the experience of feeling like strangers in their own country. Living overseas, we often carry with us inaccurate and idealized views, and forget that back there things don't always work efficiently, that sales people can be downright rude, that our current home has no monopoly on traffic jams. We expect people and places to be just the way they were when we left--the way we remember them. When they are not, we find ourselves dismayed, angry, disoriented, feeling out of control. Because we do not expect things to be different, the fact that they are different hits us especially hard. This phase of adjustment typically lasts anywhere from a few weeks to a few months.

Re-entry: A Two-Step Process

Re-entry is a two step process: 1) leaving your host community, and 2) returning to the U.S. and re-involving yourself in life "back home." Often, people focus on the latter, missing the importance of the former. Closure is the key concept here, giving yourself the psychological space to separate one part of your life experience from the next. A careful balance is required so that you neither "check out" too early nor too late. If you pull out your energies too early, you find yourself afflicted with "short-termitis," denigrating the host country and its people while romanticizing the U.S. If you disengage with too little time, you find that a significant part of you still remains overseas for several months after you have returned.

Some Things You Can Do Now:

Despite the multiple stresses discussed above, all of us eventually adjust and things do (hard to believe) return to normal. Some manage to deal with the adjustment process quite easily and quickly, while others find themselves experiencing significant stress for a period of time. There are some things, however, that you can do to smooth out the inevitable bumps and shorten the period of frustration.

Probably the key factor is to recognize that there will be a period of stress. It is normal and to be expected. If you can recognize this coming and understand it as a natural part of the adjustment process, you defuse some of its potency and are able to help yourself.

There also appear to be a number of myths or misperceptions that people harbor about re-entry that work against them. Identifying them can help you to root them out of your own thinking. Some people attempt to cope with the stress of this major life change by bending reality and seeing the world they are about to re-enter as either too positive or too negative. On the positive side, they deny reality and thereby attempt to cope with current anxieties by telling themselves such things as:

- "Everything is great back home."
- "I can pick up on relationships just where I left off."
- "I should be able to cope easily because it's my own culture."
- "Everything will be the same as it was when I left."
- "I won't experience culture shock."
- "People will be interested in hearing about my 'exotic' experiences overseas."
- "Things work better back home."

This type of thinking is functional until they arrive home and find that with their unrealistically high expectations they have set themselves up for disappointments in the months ahead. Overly negative thoughts, on the other hand, set them up to be even more miserable than they need to be! Some of the most popular are:

- "I'll never be able to cope with all of this."
- "I'll hate it back there."
- "I shouldn't be feeling so... (upset, depressed, disorganized)."
- "I know I'm going to be so lonely."

Such "internal conversation" serves to increase anxiety and feelings of depression, panic and disorganization. It saps needed energy and coping resources. While some apprehension and concern is obviously functional, this type of thinking is not. It only serves to promote panic and gloom. You can inventory your own thinking about re-entry to see if, in fact, you're harboring any of these kinds of self-defeating thoughts and you can help other Volunteers to do the same.

It is important for you to talk about your feelings regarding the impending move; to share your fears and frustrations about going home. Just expressing these feelings often serves as a release so that they don't build up and become overwhelming. This is important before, during, and after the move.

Talk about what life probably will be like back home. Be flexible and open to changing plans if they don't work out. Let everyone in your family know that some degree of flexibility is possible. REMEMBER, YOU CAN PLAN, BUT IT IS HARD WHEN OVERSEAS TO KNOW EXACTLY WHAT YOU'LL FACE UPON RETURN HOME.

View the return to the U.S. as a cross-cultural experience. Be aware of how the "natives" live and use your special sensitivities gained from living overseas as a key to understanding yourself and America better. Some veterans of the re-entry process suggest taking a week or two, if time permits, to be a tourist in your own country before you jump into the settling process. Last of all, don't expect too much of yourself right away. Give yourself some time. Many returnees advocate maintaining a low profile for the first few months back by not taking on too many new activities. You may need some time to catch up on being American and feeling comfortable once again back home.

SESSION 10: RECOMMENDATIONS TO PEACE CORPS

SESSION 10: RECOMMENDATIONS TO PEACE CORPS

RATIONALE:

One of the first tasks involved in bringing closure to the Volunteers' experience is providing feedback and recommendations to Peace Corps. This session is a follow-up to the work completed in Session 4. Peace Corps staff participation in this session is important. Volunteers will want to know that their feedback and recommendations were not given in vain; that their experience and advice are valued. However, Volunteers should understand (or be reminded) that their suggestions should not be regarded as "mandates" to Peace Corps, but as "recommendations."

Depending upon the evaluation instrument chosen in Session 4, the time needed to prepare presentations will vary. Suggested format and time-frames for use with each instrument are included in this model.

Volunteers should be encouraged to be candid, creative and constructive as they formulate their recommendations. Peace Corps staff should be encouraged not to be defensive or personalize feedback from Volunteers. It would be helpful if they determined in advance how their planning will reflect suggestions given by the Volunteers. If the facilitator of this session is an in-country staff member, it will be important for you not to be entrapped in the role of "peacemaker," but to model appropriate ways to receive feedback and be responsive to the recommendations (and needs) of the group.

TOTAL TIME: 1-1/2 hr.

GOAL:

To provide an opportunity for participants to formulate and present recommendations to Peace Corps staff about Peace Corps' programs, training, medical and administrative support.

TRAINER PREPARATION:

1. Review the work done in Session 4 where Volunteers evaluated their Peace Corps service. Depending upon the instrument that was used for the evaluation, determine how you want to organize Volunteers to present their recommendations to Peace Corps staff. (Suggestions are provided in the model. Modify as appropriate for your situation.)

2. Arrange for country staff to attend the session. It may be helpful to acquaint staff with the results of the Volunteers' evaluation.

3. Brief co-trainers on expected outcomes of the session and their roles, if any, during the session.

4. Prepare flipcharts of the results.

MATERIALS NEEDED:

Flipcharts, Marker Pens, Tape

Evaluation Results (from Session 4)

Participant's Handbook

PREPARED FLIPCHARTS:

Goal of Session

Evaluation Results: Highs and Lows from COS Questionnaires, or Participants' Flipcharts from Evaluation Instrument #2

Presentation Guidelines

PROCEDURES:

notes:

1. Introduce the purpose and goal of the session. Mention that this session represents:

   - a continuation of the work begun in Sessions 3 and 4 with the review and evaluation of their Peace Corps experience;
   - one of the first tasks COSing Volunteers have to do when bringing closure to their Peace Corps service;
   - an opportunity for those who are extending their service to pool their knowledge and experience over the last two years.

introduction
5 min.

GOALS

To provide an opportunity for you to:

(a) review the results of your evaluations, and

(b) present your recommendations to Peace Corps/[country] about program directions and support, training, medical and administrative support.

TRAINER'S NOTE:

Descriptions of each category above are in the Participant's Handbook. They are the same as those suggested for use with Evaluation Instrument #2 (Session 4).

Activities to develop and/or refine recommendations based upon either evaluation instrument used in Session 4 are described below. The time-frame for each is approximately 40 minutes. Modify these activities as appropriate for your situation.

notes:

PROCEDURES:

PREPARATION OF PRESENTATIONS

total time
45 min.

2. Activities for Instrument #1: COS Questionnaire

COSQ results, explanation of task

(approx.)
15 min.

A Present the "highs and lows" from the COS Questionnaire. Clarify any questions as necessary about the results.

B Present guidelines for the presentation of the recommendations, using the prepared flipchart. Refer participants to the descriptions of the categories in their Handbooks.

If the highs and lows are representative of issues that possibly will not be addressed by the format suggested in the Handbook, consider having a committee of Volunteers formulate recommendations to address them.

task
30 min.

PRESENTATION GUIDELINES

1. Divide by program. Review the four categories of concern. Then form recommendations using the format below.

   For each category, identify things that Peace Corps should:

   START/DO MORE
   CONTINUE
   STOP/DO LESS

   Preparation time: (suggested 30 min.)

2. Record your recommendations on flipchart paper and choose a spokesperson to make the presentation.

   Presentation should not exceed 10 min.

C Go to #4: Presentations to continue the activity (p. 274).

PROCEDURES:

notes:

PREPARATION OF PRESENTATIONS

3. Activities for Instrument #2

total time
30 - 40 min.

A Post participants' work from Session 4. Remind them that at the end of the session they were asked to note any themes evident in the different reports.

introductory
task
5 - 10 min.

Ask them to mill around again to refresh their memories.

B Have participants identify common themes among the reports. (It would be helpful to record their comments on a flipchart.)

discussion
(approx.)
15 min.

Discuss the issues and formulate recommendations as appropriate.

TRAINER'S NOTE:

Depending upon the size of the group and the nature of the common themes/issues, you may want to have a large group discussion, or divide participants into smaller work groups. For consistency, the same format for recommendations should be used.

C Present guidelines for the presentation of the recommendations, using the prepared flipchart. [Refer to next page.] Participants will be familiar with the format, and should be given an opportunity to refine the recommendations made earlier, if desired.

notes:

PROCEDURES:

task
15 min.

PRESENTATION GUIDELINES

1. Divide by program. Review and/or refine the recommendations made in Session 4, as necessary.

   Time: (suggested 15 min.)

2. Choose a spokesperson to make the presentation.

   Presentation should not exceed 10 min.

PRESENTATIONS

presentations
(approx.)
30 - 40 min.

4. Acknowledge all Peace Corps staff present. Outline the procedures for the presentations. (A variety of options are provided below for your convenience.)

   OPTIONS:

   - Have all presentations given; then allow staff to respond at the end.
   - Allow discussion/response after each presentation.
   - Have each program group meet with their respective Associate Peace Corps Director (APCD)/program manager to discuss the Volunteers' recommendations. This will allow simultaneous presentations. The use of breakout rooms/areas would best facilitate these discussions.

SUMMARY AND CLOSURE

summary,
closure
5 min.

5. Summarize the main points of the session and reiterate the follow-up to the recommendations, if any.

PROCEDURES:

notes:

Make a transition to the next session. Mention that their convictions about development, their knowledge of living and working in a culturally different society and experience gained in development work can be actively used to "educate people back home."

TRAINER'S NOTE:

It could be helpful to have Peace Corps staff remain in the workshop for the discussion on development education and the closing activities. An invitation could be extended at this time.

SESSION 11: DEVELOPMENT EDUCATION-- PEACE CORPS' THIRD GOAL

SESSION 11: DEVELOPMENT EDUCATION--PEACE CORPS' THIRD GOAL

RATIONALE:

Activities during this workshop have identified Volunteers' accomplishments and adventures, many of which they may want to share with family and friends back home. Volunteers will experience those who are anxious to discover "what life is really like over there." They will also experience those whose interest in their exploits will wane after a brief discussion of what the Volunteer did for two years.

Needless to say, Volunteers will have a burning desire, and need, to share their experiences with anyone who will listen. This session encourages Volunteers to utilize this desire to share their experiences with others in such a manner as to enrich the lives of their audiences. A returning Volunteer could help those at home understand some of the dilemmas of development work, the tribulations and joys of living and working in a culturally different society, and the personal challenges that contributed to the Volunteer's insight and growth in a short period of time. Volunteers will need to think of how, where, and with whom they want to share their information.

This session is designed to have participants discuss "development education" and its relationship to the third goal of Peace Corps:

> "To help promote a better understanding of other
> peoples on the part of Americans,"

and identify ways in which they can personally work toward that goal.

TOTAL TIME: approximately 1-1/2 hr.

GOALS:

- To provide an opportunity for Volunteers to discuss the importance of development education and the third goal of Peace Corps.
- To encourage Volunteers to identify ways in which they can personally work towards Peace Corps' third goal.

TRAINER PREPARATION:

1. Read background materials on development education, and prepare a short lecture about its growing support among development assistance organizations.
2. Brief co-trainers on the expected outcomes for the session and their roles, if any.
3. Prepare flipcharts.

MATERIALS NEEDED:

Flipcharts, Marker Pens, Tape

Lecture Notes: "Peace Corps' Third Goal and Development Education"

Participant's Handbook:

- Peace Corps Goals
- "Development Education: Working Definitions"
- "Tools for the Third Goal"
- "Tips for Presentations"

Career Resource Manual:

- "Bringing the World Back Home"

PREPARED FLIPCHARTS:

Goals of Session

Peace Corps Goals (optional)

Topic Areas

Sample Chart for Task

PROCEDURES:

notes:

INTRODUCTION

1.A Introduce the purpose and goals of this session. Review the three goals of Peace Corps and mention that the Volunteers' Peace Corps service reflects their efforts to achieve the first two goals. However, their return home is an opportunity to work toward the third goal.

introduction
5 - 10 min.

Explain that:

- this session provides a forum for participants to discuss development education and its impact on the Volunteers themselves and the people back home.
- many participants may have heard from former Volunteers that people at home won't be interested in hearing about their experience here. Depending upon their respective communities, families and friends, this will be more or less true.

PEACE CORPS GOALS

(1) To help the people of interested countries and areas in meeting their needs for trained manpower, particularly in meeting the basic needs of those living in the poorest areas of such countries;

(2) To help promote a better understanding of the American people on the part of the peoples served; and

(3) To help promote a better understanding of other peoples on the part of the American people.

TRAINER'S NOTE:

A complete version of the Peace Corps' Goals is included in the Participant's Handbook and in the Support Materials for this session.

notes:

PROCEDURES:

1.B Explain the goals of this session:

> **GOALS OF SESSION**
>
> With a working definition of "development education," you will:
>
> - Discuss the third goal of Peace Corps and the importance of development education, and
> - Identify ways in which you can help promote development education activities or programs.

DEVELOPMENT EDUCATION

lecturette,
task
10 - 15 min.

2.A With a short lecture, explain the history of development education and its growing acceptance among development assistance/international agencies.

Have participants refer to the article "Development Education: Working Definitions" in their Handbooks. Explain that for the purposes of this session, the modified definition suggested by Jane Millar Wood in Development Education in the U.S., in conjunction with Peace Corps' definition, will be used. (The two are very similar.)

Allow participants a few minutes to digest the information.

TRAINER'S NOTE:

A Definition of Development Education (J.M. Wood)

"Development education refers to the education programs which seek to inform, motivate and/or involve community members of all ages... in programs about developing countries or in the development process."

PROCEDURES:

notes:

"Development education is both process and content which encompasses programs that:

- transfer factual information about developing countries... as well as about global, social, economic and political structures and problems;
- foster understanding of development as a process that involves all nations;
- create a broad global consciousness and an awareness of transnational problems;
- promote values and attitudes which will encourage a feeling of responsibility to correct injustices; and
- engage citizens in various action and advocacy activities that promote justice, equity and dignity, and lead to an improvement in the quality of life for all peoples, especially in the Third World."

2.B Solicit participants' reactions to the article and inquire how it relates to/impacts upon Peace Corps' third goal.

discussion
15 min.

Continue the discussion by asking the following questions as participants share their ideas:

What makes development education important?

What, if any, are the benefits derived from development education? Who benefits?

What could make development education difficult?

In what ways could you share your experiences and promote development education activities?

notes:

PROCEDURES:

2.C Summarize the major points from the discussion. Emphasize that suggestions from the last question identify ways in which participants could get involved in development programs or activities. It would be important to mention that extending Volunteers can also engage in development education activities through their letters home, speaking engagements while on home leave, etc.

HOW TO GET INVOLVED

transition, explanation of task 10 min.

3.A Continuing with the themes/suggestions that arose from the discussion above, remind participants that they will have many opportunities to share anecdotes/war stories. However, most of their listeners will not share their perspectives, knowledge and understanding about the people and culture in [country]. It will be important for returning Volunteers to help their listeners gain a proper perspective about the context and content of their experiences.

To help achieve a better understanding, it would be helpful for Volunteers to determine:

WHAT they want to share;
WITH WHOM they want to share it;
WHY they want to share it; and
HOW they can share it.

B Using a prepared flipchart, present the topic areas that are frequently discussed by former Volunteers and others who have been involved in development work.

TOPIC AREAS

- your experience
- the people
- the country
- the culture
- development/development work
- international interdependency

PROCEDURES:

notes:

3.C Divide participants into work groups and explain the following task. Use a prepared flipchart to illustrate how the reports are to be organized.

TASK: Choose two topics. Discuss what to share, with whom, why you want to share it and how/ways to share the information. Record your decisions on flipchart in the format suggested below.

TRAINER'S NOTE:

No two groups should have the same topic. Depending upon the size of the group, you may opt to have more work groups and let each one present a topic.

TOPIC: ______________________________

======================================

WHAT to share:

======================================

WITH WHOM:

======================================

WHY:

======================================

WAYS to share:
(How)

D Ask participants to post their flipcharts and allow everyone time to review them. Direct them toward clarification and additional suggestions on ways to share, as appropriate.

report out,
discussion
15 min.

Make a transition to the next exercise.

notes:

PROCEDURES:

SOME TOOLS FOR SHARING

task 10 min.

4.A Explain that there are over 125,000 Returned Peace Corps Volunteers--a huge network of resources upon which to draw.

Ask participants to spend a few minutes reading the articles: "Tools for the Third Goal" and "Tips for Presentations" in their Handbooks.

Invite them also to read the article "Bringing the World Back Home" in the Career Resource Manual.

TRAINER'S NOTE:

A variation of the exercise above is to give an overview of the information from the above articles and have participants read them at their leisure.

SUMMARY AND CLOSURE

summary, closure 10 min.

B Encourage volunteers not to underestimate their contributions and experiences. Mention that sharing their experiences and knowledge with people at home is extremely important.

Invite participants to record in their journals any ideas or insights they have gained from the session. Ask them to include notes on what they can do, if anything, to prepare for their involvement in development education, i.e., collect more pictures, music, stories, artifacts, etc.

TRAINER'S NOTE:

This is the end of the content portion of the workshop. A break here may be helpful in the transition to summary, evaluation and closure of the workshop. It would be helpful to have Peace Corps staff participate as appropriate in the closing activity.

SESSION 11

SUPPORT MATERIALS:

- Peace Corps Goals (The Declaration of Purpose) (p. 287)
- Lecture Notes: "Peace Corps' Third Goal and Development Education" (p. 289)
- Articles from Participant's Handbook:

  "Development Education: Working Definitions" (p. 295)
  "Tools for the Third Goal" (p. 297)
  "Tips for Presentations" (p. 299)

PEACE CORPS GOALS

(The Declaration of Purpose)

The Congress of the United States declares that it is the policy of the United States and the purpose of this Act to promote world peace and friendship through a Peace Corps, which shall make available to interested countries and areas men and women of the United States qualified for service abroad and willing to serve, under conditions of hardship if necessary, to

(1) help the people of such countries and areas in meeting their needs for trained manpower, particularly in meeting the basic needs of those living in the poorest areas of such countries; and to

(2) help promote a better understanding of the American people on the part of the peoples served; and

(3) a better understanding of other peoples on the part of the American people.

LECTURE NOTES: PEACE CORPS' THIRD GOAL AND DEVELOPMENT EDUCATION

A HISTORICAL PERSPECTIVE

The founders of the Peace Corps foresaw the need to "promote better understanding of other peoples on the part of the American people." This need was important enough to become the third goal and a legislative mandate of the Agency.

The world has changed considerably since President Kennedy's 1961 prediction in his message to Congress that Returned Peace Corps Volunteers would "return better able to assume the responsibilities of American citizenship and with a greater understanding of global responsibilities." The concepts of an interdependent world and "global responsibilities" talked about in that era are much more real to the average person today.

The first director of the Peace Corps, Sargent Shriver, predicted that, "Probably the most important development in the future of the Peace Corps will be the impact of returning Volunteers on American society." And Loret Miller Ruppe, the current Director of the Peace Corps in her ITT Key Issues Speech at American University, acknowledged "that future that Shriver spoke of is today... And it is true, I firmly believe, that with the peace of the world resting to a great extent on the ability of all Americans to deal with the realities of global interdependence, the 100,000 returned Volunteers must be even stronger spokespersons for the need to develop shared perceptions of, and solutions to, world problems in the 1980s and beyond."

GROWING POPULAR SUPPORT FOR DEVELOPMENT EDUCATION

In virtually every field of endeavor--business, politics, economics, social development, education, the arts, athletics, etc.,--the lives of average Americans are touched by the influences of the developing world. Many are aware of this fact, but few understand all that it implies to themselves, their communities and their country.

The 1983 Commission on Security and Economic Assistance recommended "that the Administration and Congress continue and broaden their efforts to inform the American public on development issues and include all elements of our mutual assistance programs."

The U.S. Agency for International Development (USAID) has for three years provided small grants under the Biden-Pell Amendment to encourage the development of programs and materials for educating the American public on specific Third World development issues. Each year Congress has increased Biden-Pell funding and it appears that funding will increase in future years.

International business is recognizing the need for greater understanding of the developing world. In an August 2, 1984 article in the Washington Post, "Focus: Bridging Cultural Gaps," Rose Hayden, President of the National Council on Foreign Languages noted, "...that the U.S. has slipped from being the world's largest exporter of manufactured goods, from 25 percent of the world market in 1960 down to only 10 percent today. Various factors, such as the cost of crude oil, have, of course, contributed to that plunge. But of all the factors, one has stood out unmistakably," she said, "Relatively few American businessmen understand the culture, the customs or even the language of the foreign buyer. As a result, we lose our competitive edge."

U.S. private voluntary organizations working in the developing world have shown an increasing interest in educating Americans about the people and countries in which they serve. Development education has become one of the highest priorities of the new entity formed by Private Agencies In Development (PAID) and the American Council of Voluntary Agencies for Foreign Service (ACVAFS) whose members represent a large number of international development organizations. One illustration of their commitment to this idea is their 1984 publication, "A Framework for Development Education in the U.S."

The 1984 Global Crossroads Conference held in Washington brought together for the first time educators and international development workers to share experiences and discuss the future of global and development education in the U.S. Soedjatmoko, Rector of the United Nations University and keynote speaker of the conference, summarized the needs and opportunities as follows:

> "...it seems clear to me that all countries--developed or underdeveloped, East or West of ideological divide--are ill-prepared to deal with today's swiftly changing, enormously complex, and increasingly competitive world. Finding the means to prepare the whole of the global society for such a world is therefore essential... I see the world ahead as one where we will be hearing insistence by non-Western cultures on the need and the right to maintain their own cultural identity. It would be wrong to assume that we are moving toward a single world culture--a pluralistic global society is an inevitable reality to which we must learn to adjust..."

To deal with this problem he expressed the need to reform the educational system to a "new learning need--the need, in a state of interdependence such as the present one, to think and feel globally within the context of one's own society and culture." Soedjatmoko cited Peace Corps as one way of fulfilling this new learning need--by living in another culture.

John Sewall, Director of the Overseas Development Council, speaking before the Peace Corps 1984 Forward Plan Retreat acknowledged, "the growing complexity of relations between the Third World countries and the U.S., the increased importance of these countries to the growth and progress in the U.S. economy, and the remarkable economic and social progress many of these countries have made." But he suggested that, "As a result of this progress (success) there is growing differentiation within the Third World. The United States needs to develop a differentiated development policy to take account of these changes." He added, "The U.S. now needs to invest in educating Americans about development. Wise policy must be grounded in public support or it will fail." Finally he noted, "Peace Corps has a large alumni group and a great credibility," and encouraged Peace Corps involvement in this educational role.

In addition to having credibility, current Peace Corps Volunteers (PCVs) and Returned Peace Corps Volunteers (RPCVs) can be a unique educational resource. The sharing of their "real life" experience in Africa, Asia, Latin America and the Pacific can help add a new and vital dimension to formal and nonformal education programs. As students from Dwight-Englewood School said after communicating with a Peace Corps Volunteer through the Peace Corps Partnership Program (PCPP), "Senegal and Africa are no longer words in a textbook but real people." They all agreed their interest in studying Africa had been greatly increased because of their direct contact with the Peace Corps Volunteer in Senegal.

There is some indication that Returned Peace Corps Volunteers have a growing interest in following John Sewell's encouragement to be a part of the development education process. The formation of local Returned Peace Corps Volunteer groups and speakers bureaus is increasing. The National Council of Returned Peace Corps Volunteers has been recommended for funding under a AID Biden-Pell grant to provide training and technical assistance to Returned Peace Corps Volunteers and to support the development education efforts of local Returned Peace Corps Volunteer groups. The Boston Area Returned Peace Corps Volunteers held a conference on the topic of development education attended by representatives of Returned Peace Corps Volunteer groups from many parts of the country.

Responses from Peace Corps staff at the Agency's Forward Plan Retreat and through a Third Goal Activities Survey, both conducted in 1984, indicate strong support for specific Peace Corps development education activities which utilize current and Returned Peace Corps Volunteers, as well as staff.

THE PEACE CORPS ROLE

For the past twenty-five years, the Third Goal of the Peace Corps has been to share what it has learned about the developing world with the American public. During this period, much has been talked about and suggested, but only one formal program, The Peace Corps Partnership Program, has formally addressed the Third Goal. This is not to discount the significant informal efforts of over 125,000 Returned Peace Corps Volunteers who, through their individual choices of careers and community involvement, have shared their experience in the developing world with the American public.

Historically, there have been several obstacles preventing the initiation of formal Third Goal programs. Among them are:

* the continued perception, both inside and outside the Agency, that Peace Corps' primary purpose is to send Volunteers

overseas, and that the role of educating Americans about the developing world is secondary to that purpose;

- a lack of focused policy or comprehensive planning about the implementation of the Third Goal (often resulting from constant changes in staff and/or administration);
- a lack of budgetary commitment to Third Goal activities; and
- a lack of sustained efforts to organize and/or support Returned Peace Corps Volunteer organizations.

As illustrated earlier, perceptions about the need for development education are changing. Remarks made by Peace Corps Director Loret Ruppe in her ITT Key Issues Speech acknowledged, "Development education, then, has perhaps achieved an unsurpassed measure of acceptance by those involved with it--the Carlucci Commission, the Joint Working Group of Private Voluntary Organizations, and the National Council of Returned Peace Corps Volunteers." Ruppe also set the tone for the agency's future involvement: "We will continue to seek opportunities through increased collaboration with these and other groups--including USAID--so that the unique experience of former Peace Corps Volunteers can best be utilized in this most important undertaking."

The Peace Corps' unique contribution to development education in the United States stems from both what Volunteers and staff have learned and how they have learned it. From this learning process, Volunteers, almost without exception, tell of a major shift in their thinking. Their view of the world has grown beyond the borders of their own country, their own values have changed and/or been strengthened, their appreciation and understanding of other cultures has deepened and their sense of commonality with other peoples has expanded. Possibly the most important part of this learning experience is the intense inner struggle with loneliness, isolation, and the insecurity of living in a drastically different environment. Having had this experience, returning Volunteers bring home a "real life" message about the developing world that can be filled with vitality and believability. They can be a "natural" resource to the development education process.

Numerous educational institutions, nonprofit organizations, international development organizations, government agencies, civic groups and private businesses have become active in, or are seeking the resources to implement, global and development education activities. This is where the unique educational potential of the Peace Corps experience can be developed and integrated to complement the efforts of these other groups.

A DEFINITION OF DEVELOPMENT EDUCATION FOR THE PEACE CORPS

Development education is a relatively new term, especially within the United States. There are a number of definitions, but very simply put, it describes the process of increasing public awareness (in the U.S. or other industrialized countries) about the Third World.

In writing a more comprehensive definition, the Forward Plan Working Group used as reference the variety of definitions presented in the introduction to Development Education Programs of U.S. Nonprofit Organizations. Among those, one written by Returned Peace Corps Volunteer Beryl Levinger distinguished between "development education" and "global education":

> "Development education seeks to acquaint people in the developed countries with the problems and priorities of people in the Third World. Therefore, the emphasis is primarily on such issues as hunger, trade and energy policies. To some extent, development education is action oriented. It strives to involve participants in specific activities related to the support of development efforts..."
>
> "Global education is much more concerned with the concept of interdependence among peoples and with an understanding of world systems in terms of commerce, cultures and the flow of ideas. The difference in a nutshell is that the central focus of global education is interdependence with a subsidiary focus on developing countries. In development education the key focus is on developing countries, with a subsidiary focus on interdependence."

For the Peace Corps' purposes, we see elements of both global and development education being included in our efforts. In a spirit similar to that with which Peace Corps Volunteers approach their work abroad, the following is a framework or definition for development education in the Peace Corps.

* To share information and ideas with the American public about the values, life styles and cultures of people in developing countries.

* To illustrate the problems and needs of peoples in developing countries and the special challenges they face in overcoming those problems and meeting those needs.

* To demonstrate the inseparability between the development of the Third World and the industrialized countries and peoples. (Interdependence)

* To illustrate and encourage the application of effective and successful development approaches and techniques to local U.S. problems and concerns.

* To do the above in ways with which the American public can identify, understand and be encouraged to help.

* To inform the public about the programs and activities to which they can contribute their time, energy, and money.

HOW CAN VOLUNTEERS GET INVOLVED?

For those who are about to complete their Peace Corps service it may be the last opportunity to gather up artifacts and take pictures to be used upon their return home. Touchable items and visuals can make a significant contribution to a Returned Peace Corps Volunteer's presentation to people back home.

Returning Volunteers have for years shared their experiences with local schools and civic groups. Once these initial opportunities diminish, Returned Peace Corps Volunteers may still have a strong desire to use their Peace Corps experience in educating Americans. There is an increasing number of organizations implementing such educational programs which may want or need Returned Peace Corps Volunteer resources. [Refer to "Tools for the Third Goal" in the Participant's Handbook for a partial listing.] Other suggestions for getting involved are identified below.

Slide-tape Presentations

It is possible for Peace Corps Volunteers to produce small slide/tape presentations about their work and their host community while on site and when film development is not possible in-country. Describing on tape each picture that is taken and sending the film and tape to someone in the U.S. for processing, the receiver can then play the tape in conjunction with the slides. The message can be clear, sincere and stimulating to audiences back home. These materials can be used later to produce a more sophisticated show when the Volunteer returns home. [Tips for making presentations are included in the Participant's Handbook.]

Ongoing Correspondence with a Group

Direct correspondence with a school class or a civic group throughout a Peace Corps Volunteer's experience can be one of the richest educational opportunities available to people back home. The personal contact stimulates the reader and provides the Peace Corps Volunteer a chance to impart a comprehensive understanding of the host country and its people. It can be an excellent class project in schools.

CUSO--The Canadian Equivalent to the Peace Corps

For over 10 years CUSO has had experience in working with their returned Volunteers in development education programs. Several very useful publications including, Development Education: How To Do It! are available. Individuals interested in obtaining more information about CUSO's activities and publications should write to: CUSO, 151 Slater Street, Ottawa, Ontario, Canada K1P5H5.

DEVELOPMENT EDUCATION: Working Definitions

Development education is a relatively new term, especially within the United States. There are a number of definitions, but very simply put, it describes the process of increasing public awareness in the U.S. or other industrialized countries about the Third World.

Consider the following, a modified definition suggested by Jane Millar Wood in Development Education in the U.S.:

> Development education refers to the education programs which seek to inform, motivate and/or involve community members of all ages... in programs about developing countries or in the development process.
>
> Development education is both process and content which encompasses programs that:
>
> - transfer factual information about developing countries... as well as about global, social, economic and political structures and problems;
> - foster understanding of development as a process that involves all nations;
> - create a broad global consciousness and an awareness of transnational problems;
> - promote values and attitudes which will encourage a feeling of responsibility to correct injustices; and
> - engage citizens in various action and advocacy activities that promote justice, equity and dignity, and lead to an improvement in the quality of life for all peoples, especially in the Third World.

In developing an agency framework or definition for development education, Peace Corps' Forward Plan Working Group used as reference a variety of definitions presented in the introduction to Development Education Programs of U.S. Nonprofit Organizations. Among those, one written by Returned Peace Corps Volunteer Beryl Levinger distinguished between "development education" and "global education":

> "Development education seeks to acquaint people in the developed countries with the problems and priorities of people in the Third World. Therefore the emphasis is primarily on such issues as hunger, trade and energy policies. To some extent, development education is action oriented. It strives to involve participants in specific efforts..."

> "Global education is much more concerned with the concept of interdependence among peoples and with an understanding of world systems in terms of commerce, cultures and the flow of ideas. The difference in a nutshell is that the central focus of global education is interdependence with subsidiary focus on developing countries. In development education the key focus is on developing countries, with a subsidiary focus on interdependence."

For the purposes and efforts of the Peace Corps, elements of both global and development education are being included in Peace Corps' framework/definition for development education:

- To share information and ideas with the American public about the values, life styles and cultures of people in developing countries.
- To illustrate the problems and needs of peoples in developing countries and the special challenges they face in overcoming those problems and meeting those needs.
- To demonstrate the inseparability (or interdependence) between the development of the Third World and the industrialized countries and peoples.
- To illustrate and encourage the application of effective and successful development approaches and techniques to local U.S. problems and concerns.
- To do the above in ways with which the American people can identify, understand and be encouraged to help.
- To inform the public about the programs and activities to which they can contribute their time, energy and money.

TOOLS FOR THE THIRD GOAL

An increasing number of organizations have development education programs that need Returned Peace Corps Volunteers or materials that you could use in your presentations. A partial list follows.

PEACE CORPS OFFICE OF PRIVATE SECTOR RELATIONS/DEVELOPMENT EDUCATION

OPSR/DE coordinates the agency's Third Goal and Development Education activities, providing training and program support for agency staff. The Office also serves as a liaison with Returned Peace Corps Volunteer groups, and others involved with development education. A list of Returned Peace Corps Volunteer groups and lists of other sources of information are available. For more information, write: Office of Private Sector Relations/Development Education, Peace Corps, 806 Connecticut Avenue, NW, Room M-1107, Washington, D.C. 20526, or call 800-424-8580, extension 227 or 277.

PEACE CORPS PARTNERSHIP PROGRAM

The Partnership Program is an excellent way for Returned Peace Corps Volunteers to stay involved with communities overseas. Current Volunteers submit proposals for projects--schools, health posts, water systems--that represent the needs and priorities of the community. The proposals are then circulated to interested people and organizations in the U.S. for support, and an exchange of letters, photos and artifacts is offered to those who contribute 25% or more of a project's total cost.

Not only can Returned Peace Corps Volunteers contribute financially, but they can also help others (schools, civic groups) to participate. The cross-cultural exchange between a host country community and a U.S. sponsor is a very effective vehicle for stimulating people's interest in the Third World. It is a good base to build on in your presentations. Frequently, groups that are already supporting a project request a Returned Peace Corps Volunteer speaker to enhance their own activities. The Partnership Program is part of the Office of Private Sector Relations/ Development Education, and can also be contacted at: 806 Connecticut Avenue, NW, Room M-1107, Washington, D.C. 20526. The number is: 800-424-8580, extension 227 or 277.

NATIONAL COUNCIL OF RETURNED PEACE CORPS VOLUNTEERS (NCRPCV)

The National Council of Returned Peace Corps Volunteers has established a development education program which supports and facilitates Returned Volunteer efforts. It offers resource materials on how to do development education, publishes a newsletter covering Returned Peace Corps Volunteer development education activities, and organizes development education workshops in conjunction with local Returned Peace Corps Volunteer groups. Useful handouts include "Working with Schools," "Working with the Media," "Public Speaking," "Organizing Slide Shows," and

"Organizing Events." Resources are available to all Returned Peace Corps Volunteers--no group affiliation is necessary--by writing to the Development Education Program, National Council of Returned Peace Corps Volunteers, 1241 Amsterdam Avenue, New York, New York 10027, or by calling: 212-864-4961.

INTERACTION

Interaction is an umbrella organization of many U.S. international development and development education organizations. One of its primary activities is to encourage and support Development Education among member groups. Two related publications are available: A Framework for Development Education in the United States (free); and a quarterly newsletter published jointly with the International Development Conference, Ideas and Information about Development Education. It is available by writing to: Interaction, 200 Park Avenue South, New York, New York 10003.

There are many other organizations and resources: The World Bank, local Return Peace Corps Volunteer groups, and most of the larger Private Voluntary Organizations have programs and materials such as brochures, films, books and articles. Those listed above can help you determine which one has what you need.

TIPS FOR PRESENTATIONS

Organize! Your thoughts, slides, and artifacts should be organized into categories that make sense to you. Try to tie in with current events and local interests in your (U.S.) community whenever possible. It's your job to make the connections for your listeners that will help them understand, and that will help them care about the foreign place you're describing. For instance, compare the size of your country of service with states in the U.S. Compare customs and lifestyles.

Be brief. Illustrate with anecdotes that make the people come alive. Often, you are one of the rare chances your listeners have to learn from a first-hand experience. You can do much to dispel stereotypes--including stereotypes of Peace Corps Volunteers. Tell them about what you did, and why. If you're talking at a Rotary or Kiwanis Club, for example, you're talking to community leaders who might one day consider hiring a returned volunteer. In carrying out your commitment to the Third Goal, you're also helping to build support for the Peace Corps and its mission.

A suggested outline:

I. Overview of your country--location, population, government, climate, etc.

II. Contrast city and village life--are there modern cities?

III. Describe village life--music, art, dance, family life... here you can link easily to your listeners' interests. Are they high school students? Talk about the high school students' lives in your country of service. Are they businessmen? Talk about the local economy, how people make money, trade practices.

IV. Describe your job.

V. How did the experience affect your life--career choices, views of other people, etc.

VI. A funny story always helps.

Use slides sparingly; show each one for a few moments only. Be sure they show what you want them to show--if you find yourself saying "over on the far left corner you can see the roof of a typical home..." your slide probably isn't effective.

Based on portions of materials from the NCRPCV Development Education Program and from the Peace Corps Office of Private Sector Relations.

SESSION 12: SUMMARY, EVALUATION AND CLOSURE

SESSION 12: SUMMARY, EVALUATION AND CLOSURE

RATIONALE:

All good things must come to an end. This portion of the Workshop summarizes the events that occurred, the learnings/insights shared, and brings closure to the Workshop. For some participants, this may be the last time they see fellow Volunteers before their close of service or return to the U.S.; therefore, closure of the Workshop may have special meaning to them.

As with all training events, the Workshop's content, methodology, appropriateness and/or usefulness must be evaluated. A sample evaluation form is included in the model for your convenience. In reproduction, it may be modified to more adequately meet your needs.

The procedures in this portion are not as detailed as in other sessions. It will be the trainer's responsibility to fashion these closing activities so that the needs of participants are met and the goals are accomplished. Peace Corps staff involvement in these activities is highly recommended.

TOTAL TIME: approximately 1 hr.

GOALS:

- To summarize the work and learnings that occurred during the Workshop;
- To evaluate the Workshop's effectiveness; and
- To bring closure to the training event.

TRAINER PREPARATION:

1. Prepare copies of the COS Workshop evaluation form (as a handout or on a flipchart); secure and/or prepare any other support materials needed for this portion of the workshop.
2. As appropriate, invite Peace Corps staff to participate in the closing activities and communicate what roles you expect them to fulfill in the session. Also, the host country counterpart or supervisor for Volunteers could be invited to attend. Consult Peace Corps staff about the desirability of this option.
3. Depending upon which closure activity is selected, make/confirm all necessary arrangements for its implementation as needed.
4. Brief co-trainers on their roles, if any, during this session and the expected outcomes of activities.

MATERIALS NEEDED:

Flipcharts, Marker Pens, Tape

Flipcharts of Previous Sessions (all or selected memorable/important ones)

COS Workshop Evaluation Form

Materials for Closure Activity

PREPARED FLIPCHARTS:

Instructions for Closure Activity (optional)

PROCEDURES:

notes:

SUMMARY OF WORKSHOP

1. With the selected flipcharts from various sessions and the workshop's schedule in view, review the events of the workshop. Mention significant learnings from the various activities. Clarify any questions remaining for participants.

   5 - 10 min.

   Preview the activities for closure, and make transitions to the next activity.

EVALUATION

2. Distribute Workshop Evaluation Forms. [If desired, also distribute an evaluation form for the trainer.]

   task
   15 - 20 min.

   Explain the purpose of the evaluation form(s) and clarify instructions for completing it/them.

   Collect evaluations and set aside for analysis later.

TRAINER'S NOTE:

A variety of closure activities are listed in the Support Materials for your convenience. The instructions for each activity are simply described. Some activities will require advance preparation.

CLOSURE

3.A Before beginning the closure activity, review any housekeeping details as needed, i.e., return of keys, departure arrangements, travel plans, appointments for COS procedures, etc.

B Do the closure activity. (Refer to listing of activities.)

C Clean up meeting area and store supplies. Participants can assist.

THE END!

SESSION 12

SUPPORT MATERIALS:

- Close of Service Workshop Evaluation (p. 307)
- A List of Closure Activities (p. 309)

CLOSE OF SERVICE WORKSHOP

EVALUATION

(1) To what extent has this workshop been interesting to you? (Please circle the appropriate number: 0 = not at all; 5 = extremely)

not at all - 0 1 2 3 4 5 - extremely

(2) To what extent has this workshop been useful to you?

not at all - 0 1 2 3 4 5 - extremely

(3) What are the two most important things which you learned from this workshop?

a) ______________________________

b) ______________________________

(4) What things did you especially like about this experience? (Underline the things you liked the most.)

(5) What things did you dislike about this experience? (Underline the things you most disliked.)

(6) If you ran a Workshop like this for another group of Peace Corps Volunteers, what would you do differently?

A LIST OF CLOSURE ACTIVITIES

TRAINER'S NOTE:

Any single activity, or a combination, can be used as the final activity of the workshop. Depending upon the energy level of participants, their mood/preference for types of activities, and the resources available to you, select the more appropriate activity. If none of these is feasible for your style and comfort, design something that meets your needs.

ACTIVITIES:

1. AWARDS CEREMONY:

A. Tokens of appreciation are given to Volunteers, and often to staff as well. A Volunteer or staff person can be the master of ceremonies.

Tokens or awards can include local souvenirs or awards for: best dresser, worst dresser, most/least punctual, best organizer, outstanding contributions, etc.

B. Variation: Host country colleagues and/or supervisors could be invited to attend. Their acknowledgement of Volunteers' contributions and words of encouragement would be greatly appreciated.

2. A TOASTING AFFAIR:

Using a local beverage, or other preferred drink, a toast to participants (and/or staff) is made by each person. Facilitator can model proper toasting behavior. Salutations can be given to participants as a group or to individuals.

3. CIRCLE OF SHARING:

Have group form a circle; if desired, they can also hold hands.

The facilitator begins the sharing by acknowledging the contributions made during the workshop, the amount of work/caring/sharing that occurred and thanking participants for their participation. The facilitator can use anecdotes, or leave "words of wisdom" as food for thought.

Participants then begin to share their acknowledgement/thanks as each feels comfortable. These acknowledgements could be: plans to reconnect in the future, an insight or personal thought, etc.

NOTE: This activity can be very emotional for participants. Tears are not required, but often appear.

4. **GROUP PHOTO**:

Using local talent or a business nearby, have a group picture taken. Every participant (Volunteer and staff) should get a copy.

5. **GROUP PICTURE**:

There can be several variations upon this theme; however, the process to accomplish the task is the same.

A. Place one or more pages of flipchart paper in a cleared area (usually a large table or the floor will do).

Supply participants with markers/crayons/paint/chalk, etc., and instruct them to draw a picture representing their thoughts/feelings on a certain topic. (Topic suggestions are given below.)

TOPICS:

- From the Coat of Arms: (choose one)
    - a picture of your greatest accomplishment;
    - a picture of the most important thing you will take back home with you from the host country;
    - through a picture or with words, briefly draw/describe what you would like the host country to remember most about you; and
    - a picture that represents your Peace Corps experience.
- A picture of the thing you most look forward to seeing/doing/having when you return to the U.S.
- A picture of your most memorable impression of the country (e.g., a particular geographic site/area, the people, a building, the market, artifacts, etc.)--words can be used with the pictures.

B. Variation: The same type of work can be done in small groups. Small group work can be modified to include a short discussion about the task and the product can be a group collage.

6. **LETTER TO SELF**:

Trainer Preparation: You will need to get Peace Corps staff approval and commitment to follow through on the mailing of participants' letters six months after Volunteers COS.

Materials for this exercise include: writing paper, envelopes, stamps/postage for international mail, a container to hold the letters until ready to mail (e.g., a large envelope, a box, etc.)

Activity: Distribute writing paper and envelopes. Instruct participants to write a letter to themselves which would include their feelings and thoughts about: (a) the people/places/things they would like to remember six months from now; (b) their plans or projected feelings about their return home; (c) any other intimate thoughts/feelings that capture how they feel now.

Allow approximately 15 - 20 min. for this.

When participants have completed their letters, instruct them to address the envelopes to themselves at their home of record or more appropriate address. Advise them that these letters will be mailed six months after their COS date.

Collect and store letters in a proper container. Label the container clearly:

Volunteer Letters
COS Workshop (date)

Instructions: Please mail individual letters on (date that is 6 months after official COS). Postage has/has not been affixed.

7. **STORY TELLING:**

This is a good activity for closely knit groups.

Have each participant tell a story/recall an event about another participant that she/he will most remember about that person. (Every participant should tell, and be the subject of, a story.)

APPENDICES

APPENDICES

- Appendix 1: A Sample for Booklet on Completing COS Forms (p. A3)
- Appendix 2: Federal Employment, Noncompetitive Eligibility and the SF-171 (p. A7)

APPENDIX 1

A SAMPLE FOR BOOKLET ON COMPLETING COS FORMS

INTRODUCTION[*]

COMPLETION OF SERVICE

MANUAL

Completion of Service is a special time for Peace Corps Volunteers. It means many things to each Volunteer: travel, home, finding a job, going back to school, culture shock, and a range of emotions from terror to joy. The COS process begins three months in advance of a Volunteer's COS date. The experience involves the physical move from Lesotho to the States, the bureaucratic paper work to be released from Peace Corps, and the travel and medical arrangements for the trip home.

Be prepared for snags and problems to crop up during COS. No COS is a completely smooth process. Your return ticket or 1/3 allotted Readjustment Allowance may be delayed; be flexible! You may have problems with the utilities clearance or bank clearance; keep calm! Your COS medical may require more lab work or x-rays; if there is a foul-up, don't panic! The Post Office may say your packages are overweight; repack them! Above all, don't worry! COS lasts only three months and you'll soon be on your way. No Peace Corps Volunteer has yet been unable to survive COS!

Many of the COS forms and procedures can be completed at your site. For those medical procedures which must be completed in Maseru, you are entitled to travel expenses to and from your site and per diem for the days it takes to complete them. Be sure to set your schedule so that you spend minimum time in Maseru on COS business. In other words, don't come down just to complete one procedure and expect to be reimbursed for your travel and claim per diem. Most of the Maseru procedures can be done the last two days of COS, so plan your time as much as possible. You can also claim travel expenses and per diem for these.

If you need help moving from your site, consult the Peace Corps Chauffeur early to make possible arrangements for Peace Corps transport. If all the vehicles are in use, you'll have to find an alternative form of transport yourself. This applies for any of your transport needs during COS. Peace Corps will provide as much help and support as possible, but be prepared to do it yourself!

During your last few days in Lesotho, when you have permanently moved out of your site, Peace Corps will provide you with a hotel room if necessary. Consult the APCD/Administration if you require accommodations.

---

[*] (Sample: taken from "A Manual of Completion of Service..." Peace Corps/ Lesotho, 1980).

This is not an automatic procedure for COSing Volunteers. Requirements for COSing Peace Corps Volunteers are decided on an individual basis.

On the day you terminate your Peace Corps service, you are no longer eligible for the health care and services previously provided by the Peace Corps. Any illness or injury sustained by you after your termination becomes your responsibility. One form of medical coverage, through the Insurance Company of North America/Reed Shaw Stenhouse, Inc., can be purchased out of your Readjustment Allowance. It provides short-term coverage for the critical period between your termination and enrollment in a permanent group health plan at home. However, you must apply and pay for this insurance prior to your termination or special leave. You can authorize Peace Corps' Office of Financial Management (Volunteer Services and Staff Payroll Branch) to deduct the applicable premium from your Readjustment Allowance provided you apply at least 60 days prior to termination or special leave. See the APCD/Administration to obtain the form.

This Manual has been designed for Peace Corps Volunteers by Peace Corps Volunteers to facilitate the COS activities. It presents a basic outline of the forms to be filled out and the procedures to be followed in order to be released from Peace Corps. It also contains information which especially concerns Peace Corps Volunteers who are COSing. Please note that the first three forms and procedures listed require that you begin processing at least 60 days in advance of your COS date. This is true because these procedures are time-consuming and/or require Peace Corps/L to contact Peace Corps/W for its assistance. If you have any questions concerning the forms and procedures, consult with the APCD/Administration.

It must be emphasized that the procedures contained in this Manual are subject to some modifications by Peace Corps/L and/or by the other agencies involved in the process. However, the basic format should act as a guide.

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APPENDIX 2

FEDERAL EMPLOYMENT, NONCOMPETITIVE ELIGIBILITY AND THE SF-171

The United States Government is one of the largest employers in the world. It encompasses nearly every occupation, pays a range of salaries, and offers a variety of benefits. The Federal employment system of hiring is often complicated and confusing. This chapter provides basic information about employment with the Federal Government and explains the specific benefits awarded returned Volunteers to facilitate their entry into Government employment.

General Information

Most Federal positions are under the aegis of the Office of Personnel Management (OPM) and are known as General Schedule (GS) positions. All GS positions are classified according to a numerical career series and each job within the series is assigned a grade to reflect level of performance. Grades range from GS-1 to GS-18 with the higher numbers reflecting the higher level of positions and salaries. The number identifying a series corresponds to the number of a chapter within the "Qualifications Standard Handbook, X-118" an OPM publication that contains the minimum qualifications for a Federal position and grade in the series. The X-118 is available in most OPM and Federal Government personnel offices and can be a valuable reference for identifying minimum criteria for positions of interest.

OPM has established registers of persons in like occupations, such as those for foresters, nurses, and agricultural and biological scientists. Registers, which rank and list persons according to who is "best qualified," are by their very nature competitive structures. Anyone submitting an application to the appropriate OPM office is then listed according to "hireability" based on a review of qualifications. It is advantageous for a returned Volunteer to be on an appropriate register, as sometimes a hiring agency will ask OPM for referrals from a register. If a register is currently used to refer candidates to agencies and applications are no longer being accepted from the general public, you may still apply for inclusion in the register if you do so within 120 days of your return to the States and if the register stopped accepting applications while you were working overseas.

Not all Federal jobs are controlled through OPM; they are filled through other merit systems. Some of these excepted agencies are: Foreign Service of the Department of State, Tennessee Valley Authority, Federal Bureau of Investigation, Postal Service and Peace Corps. For a complete list of excepted agencies contact OPM.

Both Peace Corps and the various intelligence agencies such as the CIA, DEA, and NSA, etc., enforce a mutual exclusion in hiring rule. In the same way that former employees of these agencies cannot become Peace

Corps Volunteers, returned Volunteers are not allowed to become employees of these agencies for five full years after completion of service.

Locating positions of interest to you in the Federal Government can be a difficult and complicated task, especially in these times of budgetary constraints and Federal employment cutbacks. However, there are several publications which may be helpful in seeking Federal employment:

> Federal Career Opportunities, published bi-weekly by Federal Research Service, Inc., P.O. Box 1059, Vienna, Virginia 22180. This is a current listing of many Federal positions. The cost is $6.00 per issue. It may be available in some libraries.

The following three books may be helpful, but it should be noted that all the books are several years old and that much has changed in the Federal Government since their publication.

> The Uncle Sam Connection: An Insider's Guide to Federal Employment, by James E. Hawkins, 733 Fifteenth Street, NW, Suite 1000, Washington, DC 20005.

> Strategy & Tactics for Getting a Government Job, by Susan Lukowski and Margaret Piton. Published by Potomac Books, Inc., 4832 MacArthur Boulevard, NW, Washington, DC 20007.

> How to Get a Federal Civil Service Job & Advance Your Federal Career, by David E. Waelde. Published by FEDHELP Publications, Inc., Capitol Hill P.O. Box 9004, Department GOF; Washington, DC 20003.

Additional information may be obtained by writing to the Office of Personnel Management, Washington, DC 20415, or one of its many local offices or Federal Job Information Centers which may be found in the White Pages of any telephone directory under "U.S. Government." (There are no OPM offices overseas, nor are any of its examinations administered abroad.) Other Federal agencies in your area would also be listed. You should visit the agencies in person whenever possible, contacting both the personnel office and the managers of divisions and bureaus of special interest to you. See if your Library has a copy, or can get one, of The Federal Yellow Book: A Directory of Federal Departments and Agencies, published by the Washington Monitor, Inc. This is an invaluable directory of all Federal offices and personnel.

Noncompetitive Eligibility for Appointment to Federal Positions

While the preceding section may lead you to think that you would never want to even try to enter the confusing world of searching for a Government job, returned Volunteers have an advantage over the general public--noncompetitive eligibility.

What is noncompetitive eligibility? It is a special mechanism through which returned Volunteers can be appointed to Federal GS positions without competing with the general public in order to be hired. That is, you do not have to be on an OPM register. An agency may hire you by simply establishing that you meet the minimum qualifications for a position. If a written test were required, you would have to take it and receive a passing score. A hypothetical example may help you understand this better:

> A Returned Volunteer with noncompetitive eligibility, a BS in Biology and two years of experience as a forestry extension agent applies for an announced position with a Federal agency. The requirements for the position are a BS in Biology and two years' related experience. Another person who was never a Volunteer also applies; this individual has an MS in Forestry and three years' related experience. The agency may hire the noncompetitive returned Volunteer over the other, more-qualified candidate, regardless of this candidate's better qualifications. Without noncompetitive eligibility, the returned Volunteer would have his/her qualifications examined not only in light of the job criteria, but also in comparison with the other candidates.

Federal agencies sometimes (especially in the case of temporary positions) seek out noncompetitive returned Volunteers for employment. The primary advantage to the agency is the speed with which the candidate may be hired. Remember, though, that noncompetitive eligibility is not a guarantee of a job, as an agency is not required to hire a noncompetitive returned Volunteer. Also, you must always meet the minimum qualifications for the position.

Who gets noncompetitive eligibility and for how long? Noncompetitive eligibility is given to returned Volunteers for one year following the successful completion of their planned tour of duty. Volunteers completing less than one year of service (including training time) may not receive noncompetitive eligibility. For those Volunteers who serve over one year (including training) but less than their full tour, the granting of noncompetitive eligibility is at the discretion of Peace Corps' Office of Special Services (based upon the reason for the early termination). If you leave Peace Corps Volunteer service early and are not sure of the status of your noncompetitive eligibility, contact the Office of Special Services at 800/424-8580, extension 285.

How do you prove noncompetitive eligibility? Noncompetitive eligibility is proved by attaching a copy of your Description of Service (DOS) when you apply for a Federal job. The DOS will reference "Executive Order 11103," the Presidential directive that established noncompetitive eligibility. As many Federal personnel staff and other employees are not familiar with noncompetitive eligibility, you should refer them to the Federal Personnel Manual (a handbook that any Federal personnel office will have), Section 6-7, Chapter 315. These manual sections will explain noncompetitive eligibility in detail.

Does noncompetitive eligibility apply to all Federal positions? No, it only applies to those positions that fall under the aegis of OPM. Most of these are "GS" positions.

Can noncompetitive eligibility be extended? Yes, it can be extended for up to two additional years (up to a maximum of three years from your COS date) for three reasons. The first two reasons are straightforward: it can be extended if, after Peace Corps service, you enter the military or study at a recognized institution of higher learning (this normally means becoming a full-time student). The third reason is more complicated: noncompetitive eligibility can be extended if you engage in another activity that the hiring agency thinks warrants an extension. The Federal Personnel Manual states, "Generally, work experience which is pertinent to the position being filled and which can be expected to enhance the candidate's performance and value to the agency could be an appropriate basis for extension. Extensions should not be granted routinely, but should be reserved for situations in which the activity has truly enhanced the returned Volunteer's value to the agency." It also states, "In addition, employment with Peace Corps in activities related to Volunteer program operations, which can be seen as an extension of Volunteer service, may provide an appropriate extension of eligibility." As an example, if you work on a Peace Corps training program following your service, your noncompetitive eligibility would be extended for the amount of time you work. There is no form or document available from either Peace Corps or the OPM which can be requested by a returned Volunteer to support a claim for extension. As extending noncompetitive eligibility is often a gray area, please feel free to contact RVS if you have any questions.

Can noncompetitive eligibility be used up? Accepting a permanent GS position essentially "spends" your noncompetitive eligibility and subjects you to the rules that state you must stay at one GS level for a specified amount of time before moving on to the next. If you take a temporary GS assignment, or a position with an agency not under OPM, your noncompetitive eligibility can be used again. This is an important point to remember when accepting a job--don't let yourself get locked into a permanent position that you don't want and can't leave.

How can you best use noncompetitive eligibility? Think of noncompetitive eligibility as a "Federal job hunting license." You have an advantage over the many job seekers who must go through the regular OPM register channels to get a Government job--use it. Don't just go to the personnel offices of the various agencies where you wish to work, but seek out the managers and chiefs of the agencies, branches and divisions where you think your skills could be used. Let them know about noncompetitive eligibility--it is a benefit given to a relatively small population, and, as we mentioned earlier, many Federal managers are not familiar with it. Read the sections in this manual on life/work planning and informational interviewing and use the "tricks of the trade" described there with your Federal job search. The Government job market may be smaller than in past years, but there are still a great many positions to be found.

Preparing the SF-171

The Standard Form 171 (SF-171) is the official Federal Job Application form. A completed SF-171 is necessary to apply for almost all Federal positions. Remember that, in most cases, Federal personnel officers and selecting officials see your SF-171 and qualify or disqualify you for positions based on its content long before they see you. If you plan to seek Federal employment, it is well worth your while to expend the thought, time, and effort necessary to develop a well-written SF-171. Carefully follow the directions and suggestions listed below, and read the sample SF-171 (Rev. 2/84) in the Career Resource Manual.

- Type your SF-171.
- Provide all requested information, including addresses with zip codes, telephone numbers with area codes, names of supervisors, etc.
- Respond to all items. Use the letters "N/A" meaning not applicable to respond to any items that do not apply.
- In Box 10, Page 1, state that you were a Peace Corps Volunteer and give your dates of service.
- In Box 11, Page 1, of the SF-171 write "Noncompetitive eligibility due to Peace Corps Volunteer Service; see FPM, Chapter 315, Section 6-7. See item 34."
- In the experience blocks, do not use "Peace Corps Volunteer" as the title of your position when describing your service. Instead, use your job title, for example, "Agricultural Extension Agent" or "Science Teacher" or "Health/Nutrition Education Instructor."

  Describe in complete detail all your relevant work experiences, present and past, paid and volunteer. Be selective in the experiences you choose to include--you don't have to describe your summer jobs during college at the local fast-food chain, yet a volunteer job as a tutor would be worth including. Read the section in the Career Resource Manual on resumes to get an idea of how to describe your experience. However, unlike a resume, where you want to be concise and direct, brevity is no virtue in an SF-171. It is better to give excessively detailed descriptions rather than sketchy information. In describing each job you have held, include the nature and variety of the work; the authority, supervision and responsibility exercised; supervision received; outstanding and/or unusual accomplishments, particularly under difficult circumstances. Quantifiers are helpful--don't just say that you supervised a staff, indicate how large a staff. As shown in the sample SF-171, it is often helpful to organize your experiences for each job by skill areas, such as Administration, Teaching & Training, Curriculum Development, etc.

  Terminology is important in an SF-171. There are certain words which you can employ which strongly phrase your experience. A list of active verbs can give you possible choices. Words such as "help," "aid," "assist," and "participate" are weak. They can be harmful if your involvement in a given task was greater than simply assisting. [Refer to Career Resource Manual and Participant's Handbook for list of active verbs.]

The number of lines allotted per experience block on an SF-171 is grossly inadequate. Refer to Career Resource Manual for a blank SF-171 with expanded full-page experience blocks. This is an acceptable alternative to a standard SF-171 form. Once you have written your job descriptions, type them on these forms and assemble them in order. You may have as many experience blocks as necessary to account for all of your jobs or volunteer services. If you have more than three experiences to describe, photocopy the experience block that doesn't have a letter in the upper left-hand corner, and letter each block as necessary. With this format your SF-171 will be easier to read and can contain much more information.

Do not use a separate experience block to indicate periods of unemployment. Indicate periods of unemployment which exceeded three months and your address at that time on the last line of the preceding experience block.

- Be sure to note all training (especially Peace Corps training, both initial and in-service), seminars, workshops, etc., in Box 31, Page 3. Additional training can help to qualify you for positions where your education and experience are not sufficient. Remember that "other training" means any type of training you received which is not directly part of your high school, undergraduate or graduate degree.

- High academic achievement such as the award of scholarships, election to the Dean's list or to an Academic Honors Society, grade point average of special note, graduation in the upper ten-percentile, etc., can also enhance your personal qualifications. Note such achievements in Box 24, Page 3.

- When answering Question 35, don't undersell yourself in terms of your language ability. In comparison to almost all Americans your language ability and experience is very high. Remember you have lived and worked in another language for two years--you are bilingual. If you can indicate the number of hours you have had formal training, do so in Box 47. If you have a good FSI score (FSI-3 or above), indicate that in Box 47 also.

- In Box 47, Page 4, write, "#11. Noncompetitive eligibility for appointment to Federal positions due to Peace Corps Volunteer Service from (date) to (date), per Executive Order 11103; see attached Volunteer Description of Service and Federal Personnel Manual, Chapter 315, Section 6-7." If you need to indicate that your noncompetitive eligibility has been extended, write the following in Box 47, "#11. Noncompetitive eligibility for appointment to Federal positions due to Peace Corps Volunteer service; extended due to [WRITE REASON FOR EXTENSION HERE]; see attached Volunteer Description of Service and Federal Personnel Manual, Chapter 315, Section 6.7." Keep your reasons for extension clear and concise, such as "military service" or "full-time enrollment in graduate school" or "personal services training contract with Peace Corps."

- Attachments to the SF-171 are discouraged in the preprinted instructions accompanying the form. However, most Federal agencies and departments are demanding certain additional information that can be supplied only through attachments. Most agencies now require that a "performance appraisal" accompany the SF-171. A job-related letter of reference or recommendation may be substituted for the appraisal. If you have ever been a Federal employee, you should attach a copy of your last performance appraisal to your SF-171. Remember that some Federal agencies will not consider an application if there is no recommendation attached.

  A copy of your DOS should also be attached to the SF-171 since it will support your claim for noncompetitive eligibility by referencing benefits under Executive Order 11103. Remember, however, that your DOS is not a substitute for a complete, detailed description of your Volunteer service in the appropriate experience block of the SF-171, nor is it a substitute for a performance appraisal or letter of reference.

  In the Career Resource Manual is a memorandum to Federal employers explaining noncompetitive eligibility. You may wish to attach a copy of this to your SF-171 when applying for positions.

- Once you have completed your SF-171, you should type a "master copy" which is without typographical or grammatical error. Leave questions 1, 2, and 13 blank on the master copy and fill them in on each photocopy you send out as you apply for specific jobs. Leave your master copy free of a signature and date. When you submit your SF-171 to agencies sign and date each photocopy as you apply. The only thing that needs to be original on your SF-171 is your signature.

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

Peace Corps overseas offices:

BELIZE
P.O. Box 487
Belize City

BENIN
BP 971
Cotonou

BOTSWANA
P.O. Box 93
Gaborone

BURKINA FASO
BP 537
Ouagadougou

BURUNDI
BP 1720
Bujumbura

CAMEROON
BP 817
Yaounde

CENTRAL AFRICAN REPUBLIC
BP 1080
Bangui

COSTA RICA
Apartado Postal
1266
San Jose

DOMINICAN REPUBLIC
Apartado Postal
1412
Santo Domingo

EASTERN CARIBBEAN
Including: Antigua,
Barbados, Grenada,
Montserrat, St.
Kitts-Nevis, St.
Lucia, St. Vincent,
and Dominica
Peace Corps
P.O. Box 696-C
Bridgetown, Barbados
West Indies

ECUADOR
Casilla 635-A
Quito

FIJI
P.O. Box 1094
Suva

GABON
BP 2098
Libreville

GAMBIA, The
P.O. Box 582
Banjul

GHANA
P.O. Box 5796
Accra (North)

GUATEMALA
6 ta. Avenida
1-46 Zone 2
Guatemala City

HAITI
c/o American
Embassy
Port-au-Prince

HONDURAS
Apartado Postal
C-51
Tegucigalpa

JAMAICA
9 Musgrave Avenue
Kingston 10

KENYA
P.O. Box 30518
Nairobi

LESOTHO
P.O. Box 554
Maseru

LIBERIA
Box 707
Monrovia

MALAWI
Box 208
Lilongwe

MALI
BP 85
Box 564

MAURITANIA
BP 222
Nouakchott

MICRONESIA
P.O. Box 9
Kolonia Pohnpei
F.S.M. 96941

MOROCCO
1, Zanquat
Benzerte
Rabat

NEPAL
P.O. Box 613
Kathmandu

NIGER
BP 10537
Niamey

PAPUA NEW GUINEA
P.O. Box 1790
Boroko
Port Moresby

PARAGUAY
Chaco Boreal
162 c/Mcal. Lopez
Asuncion

PHILIPPINES
P.O. Box 7013
Manila 3129

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Kigali

SENEGAL
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Dakar

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Box 564
Victoria MAHE

SIERRA LEONE
Private Mail Bag
Freetown

SOLOMON ISLANDS
P.O. Box 547
Honiara

SRI LANKA
5075 Siripa Road
Colombo 5,

SUDAN
Djodi Deutsch
Administrator/PCV'
c/o American Embas
Khartoum

SWAZILAND
P.O. Box 362
Mbabane

TANZANIA
Box 9123
Dar es Salaam

THAILAND
242 Rajvithi Road
Amphur Dusit
Bangkok 10300

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Nuku'Alofa

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BP 96
1002 Tunis
Belvedere
Tunis

WESTERN SAMOA
Private Mail Bag
Apia

YEMEN
P.O. Box 1151
Sana'a

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BP 697
Kinshasa